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**IMPLEMENTATION OF COMMUNITY SCHOOL IN HIGH
POVERTY PUBLIC SCHOOLS**

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by

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Dedication

I first want to thank God for the ability and strength He gave me through this journey. I dedicate this project to my family. I would like to give words of appreciation to my loving husband Josué, who has supported me with words of encouragement throughout the process and his actions of support by caring for the family while I was out on many occasions focusing on my studies. I am thankful for my kids Joshua, Amanda, Joslynn, Jim, Jordan and my grandson, Theo, all of whom waited patiently as I spent many hours away from home and who have been understanding through this process. To my mom, Candelaria, who instilled in me a love for learning and gave me words of advice to continue moving forward in the journey. To my sisters Irene, Diana, Velia, Karyna, and brother Gil who showed their love and support despite being miles away but were always there for me. To my Tío Raul and Tía Andrea, thank you for all that you did for me while I attended school in Baytown. I am thankful for the amazing learning opportunity that this project has given me and I am forever grateful.

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Abstract

IMPLEMENTATION OF COMMUNITY SCHOOL IN HIGH POVERTY PUBLIC SCHOOLS

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The ongoing demands of state and federal accountability have created a need to revitalize the approach schools use to address student needs. This study focused on the factors affecting the successful implementation of Community Schools (CS) in high poverty schools that achieve successful student outcomes. I used a case study approach to answer the research questions. The study included the participants' responses of their experiences in the implementation of CS in one Texas school district. I selected a specific site and participants by using a snowball sampling to access district and outside stakeholders who had experience with implementation of CS. The participants involved in the study described the CS process from their perspective while focusing on the role of the principal, the role of the stakeholders, and the challenges that were faced during the implementation. The findings show that the principal is key to aligning and organizing services and resources in order to provide support to students and their families and sustain involvement of stakeholders. The study found that acquiring resources for the

families is positive for the students. The findings demonstrate that the sustainability of CS is dependent on funding in order to actively support the families. Based on the findings, I also concluded that CS can be helpful for principals, teachers, parents, district, and outside stakeholders by aligning the support and ensuring the needs of the families are met in a timely manner. This study attributed its success to the services and resources provided to the students and their families which helped in achieving successful student outcomes. The CS strategy with effective leaders and supportive stakeholders can impact student outcomes.

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CHAPTER ONE: INTRODUCTION

The emphasis on school improvement has increased the need to utilize practices that can effectively impact student outcomes using systems that focus on the whole child. As more students are faced with challenges that affect their progress in education, some have advanced initiatives that are more inclusive. For instance, the Community School (CS) approach is described by the Coalition for Community Schools as a place and set of partnerships, connecting a school, the families of students, and the surrounding community. A Community School is distinguished by an integrated focus on academics, youth development, family support, health and social services and community development (Blank, Jacobson, & Melaville, 2012). This type of school reform seeks to provide more comprehensive and coordinated services to children and their families in high poverty areas (Grossman & Vang, 2009; Sanders & Hembrick-Roberts, 2013). Research states that CS have aimed to improve education and neighborhood outcomes in high poverty areas for more than three decades (Green & Gooden, 2014). However, the leader's systematic actions in implementing CS have not been examined to the same extent. According to Green (2015), researchers have given less focus to the way action is taken by educational leaders to improve outcomes across schools and their community based context.

In this chapter, the purpose of the study, the context, the statement of the problem, and significance of the study are explained to gain an understanding of the need of a study focused on CS in high poverty schools. Additionally, the research questions are

specific, terms are defined, and the methodology is briefly described. This chapter concludes with the limitations and delimitations of the study as well as a summary.

CONTEXT

CS, according to the Children Aid Society (2011), have rooted their work in a body of research about what it takes to promote student success, including parental involvement in children's education, rich and engaging out-of-school experiences, student wellness, and family stability (p. 1). CS, according to Daniel (2017), have gained attention as mechanisms to drive equitable access to high-quality educational resources, integrated support services, extended learning opportunities, and collaborative relationships with parents and communities. The Children's Aid Society (2011) states, "Community schools engage parents and community members as essential partners in children's education. They employ multiple strategies for education and involving parents as early as possible and for maintaining their engagement" (p. 7). CS are grounded in the idea that the knowledge of the community and resources are essential to supporting community improvement and student learning (Richardson, 2009). The foundation of CS is focused on children, surrounded by families, and communities using support systems such as a strong core instructional program designed to meet academic standards, expanded learning opportunities to enrich the learning environment, and a range of social services designed to promote the well-being of children to remove barriers to learning (Children Aid Society, 2011).

CS support schools that respond to ongoing needs due to the students' circumstances. In addition, CS use collaboration to amplify the support to the surrounding community. Burbank and Hunter (2008) add, "[the] Community Advocate Model (CAM) presents a unique opportunity for establishing reciprocal relationships between parents from historically underserved populations and K-16 educators" (p. 47). CS seek to involve the community in the operation of the school based on the idea that both can support each other and that the participation of the community within the school can improve democratic processes and educational experiences (Daniel, 2017). Ultimately, CS seek to close the achievement gap by locating, partnering, coordinating, and helping students with access to wraparound services (National Education Association, 2013).

The basic elements of CS are to offer a revolutionary vision of the roles parents and community can play in education and emphasize the role the school plays in its community (Children's Aid Society, 2011). The alignment of schools and community resources are a promising strategy for improving student outcomes by providing services that meet the social, physical, cognitive, and economic needs of both students and families (Castrechini & London, 2012). CS hold promise for leveraging resources toward the development of the whole child by extending the support for students beyond the school setting (Ruffin & Brooks, 2010). CS have been in existence for many years creating partnerships to address the needs of the campus. By establishing partnerships with child and family services organization, CS respond to the needs that many students experience by connecting students and families to the services they need such as mental

health counselors, hospitals, and community health centers (Blank & Villarreal, 2016). Research shows that families play an important role in their children's learning and development (Children's Aid Society, 2011). CS seek to engage families in authentic community engagement by building mutual respect and effective collaboration among parents, families, and school staff (Blank & Villarreal, 2016).

CS have been the focus of previous research and researchers acknowledge the potential of CS. As Green and Gooden (2014) state, "the goal of community schools is to improve education outcomes, in addition to developing stronger communities" (p. 933). According to Galindo, Sanders, and Abel (2017), schools are viewed as potential sources of social capital for students and families due to an exchange of information within networks of teachers, administrators, and parents. In addition, CS have the ability to produce, expand, and capitalize community resources by connecting with groups and accessing social capital to help these schools with stronger support for children (Galindo et al., 2017). CS have been conceived as vehicles to provide stability and progress in addition to the social capital that can facilitate human capital development for students and their families (Forbes, 2009). They also seek to promote community resources and community development to enhance students' learning opportunities (Cummings, Dyson, & Todd, 2011; Richardson, 2009).

The vision of CS is to integrate academic, health, and social supports to or near the school for easy access (Biag & Castrechini, 2016). Implementation of CS has potential to be transformational in increasing school attendance, decreasing suspensions and expulsions, creating healthy and safe communities, and improving academic

outcomes (Center for Popular Democracy, 2016). CS create environments that fulfill the necessary conditions for learning by addressing the needs of the whole child (Blank & Berg, 2006). CS are of growing international interest which stems from a belief among educators and other professionals that in order for children to perform and excel in schools, their basic needs must be met (Sanders, 2016).

The opportunities school and community partnerships pose for students' learning have generated the attention of researchers (Willems & Gonzalez-De Hass, 2012). The opportunities stem from the understanding that students learn better in a variety of social and educational contexts. Valli, Stefanski, and Jacobson (2016) state, "advocates argue that students' educational prospects will improve if the school can attend to a broad array of needs of students, their families, and sometimes the entire neighborhood, and that this is done by partnering with community groups, government agencies, and social services" (p. 720).

Furthermore, it is argued that the goals for student academic success are achieved through the cooperation and support of school, families, and communities (Willems & Gonzalez-De Hass, 2012). Blank and Berg (2006) state that CS create the necessary conditions for learning and results show improvement in student learning measured by improved grades and scores in proficiency testing, improved attendance, improved behavior, greater compliance with school rules, and greater contact with supportive adults. Academic achievement is an element of CS in addition to an understanding that young people develop across multiple domains and it is necessary for the school, family,

and community, to work in concert to fulfill the necessary conditions for learning (Blank & Villarreal, 2016).

Statement of the Problem

The purpose of a CS is to bring together multiple partners within the school to help maximize outcomes to student learning (Children's Aid Society, 2011). As an educational reform strategy, CS is anchored by research on child development, school improvement, parent engagement, and child health which are essential supports for learning (Children's Aid Society, 2011). Bryk (2010) suggests five other supports for student success: strong school-parent community ties, (2) enhanced professional capacity, (3) a student-centered learning climate, (4) a coherent instructional system, and (5) leadership that drives change and enlists teachers, parents, and community member to expand the work within the school in order to share the overall responsibility for improvement.

CS provides the supports that students need by making the most of children's non-school time by providing high quality after school experiences offering an extension to learning opportunities which enable students to develop their talents (Children's Aid Society, 2011; McLaughlin, 2000).

It is also reported that the services provided to school children have shown to benefit the whole child. However, research on implementing CS and the services it provides to school children, Green and Gooden (2014) state that further research is needed to better understand how school leaders and students work collaboratively with

community stakeholders to implement school reform and equitable community development efforts that push back on out-of-school challenges. In addition, Galindo et al., (2017) stress further research is need to better understand the conditions that facilitate or hinder the school's effectiveness in CS.

Purpose of the Study

While research on CS acknowledges addressing student challenges, there is limited research on the implementation of CS and its leadership practices (Green & Gooden, 2014; Green, 2015; Blank & Villarreal, 2016). Therefore, the purpose of this study was to explore the factors affecting the successful implementation of CS in high poverty schools that experienced successful student outcomes.

Research Questions

The following research questions were addressed in the study:

1. What is the role of the principal in supporting the implementation of CS?
2. What roles do other stakeholders play in the successful implementation of CS?
3. What challenges are encountered in implementing CS?

Significance of the Study

A positive contribution to research is to inform others about the practices that best work in the implementation of CS. The finding from this research will add to the body of research regarding the implementation of CS, the systems that are implemented, and the

challenges that are encountered during the process of implementation. The leadership practices will be used to guide other schools in the implementation of CS in high poverty schools. Districts can learn from the practices that successfully implement CS in high poverty schools.

METHODOLOGY

This study used a grounded theory approach and a case study design to explore practices in the implementation of CS in high poverty schools. Qualitative research, according to Patton (1987), includes open-ended interviews, direct observations, and written documents which allude to a detailed description of the participants and human interactions. The purpose of grounded theory, according to Creswell and Poth (2017), is to move beyond description to generate and to discover a theory. A case study is intended to explore a bounded system over time through the collection of data involving multiple sources of information reporting a case description and themes (Creswell, 2007).

The study used an interpretivist framework based on Crotty's (1998) explanation, "Meaning is not discovered but constructed. In this understanding of knowledge, it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon" (p. 9).

Data for the study will be collected through interviews and observations. For the purpose of the interviews, the researcher used open-ended questions created for this study. Participants were purposefully selected. These included principals, teachers, parents, community members, and CS directors. Interviews were audio taped and later

transcribed. Data analysis followed an open-coding process to organize the categories that emerged during the process (Strauss & Corbin, 1990).

Definition of Terms

Campus Stakeholders (Internal): Stakeholders who are part of the school and provide support to the students and their families in CS.

Community Schools (CS): A strategy for organizing the resources of the community around student success (Children's Aid Society, 2011).

District Stakeholders: Stakeholders who are part of the district and provide support to the students and their families in CS.

High Poverty Schools: High poverty schools are considered to be 90% economically disadvantage or higher in the United States.

Implementation: The use of strategies that are used to deliver resources and services in a community school (Children's Aid Society, 2011).

Outside Stakeholders (External): Stakeholders who partner with a school or district to provide support to the students and their families in CS.

Partnerships: The partnerships within a community schools model refers to all the agencies that are part of the support to the students, parents and the community. The partnerships vary in services based on the request of the campus (Children's Aid Society, 2011).

Principal Leadership: A principal leading a school.

Resources: In a CS, this term is used to identify the resources that are provided to the community.

Services: In a CS, this term is referred to services that are provided to the community.

Wrap Around Services: Services that are provided in a community schools such as health, medical, after school programs, tutoring, social and emotional services (Children's Aid Society, 2011).

Delimitations

The study focused on the implementation of a CS strategy at a Title I school with over a 90% economically disadvantaged population. The practices of thirteen participants were considered from campus, district, and outside stakeholders. The educational leadership practices of the principal were considered within the CS context.

Limitations

A grounded theory approach strives to create a theory with components such as conditions, strategies, and consequences (Creswell, 2007). A limitation pertains to the participants being asked to express their leadership practices thus creating opportunities to a selective recall. In qualitative studies, generalization of findings is limited.

Assumptions

The study was conducted in an urban school district which is assumed to have embarked on initiatives pertinent to the school and the community relationships. It is also

assumed that the implementation of CS is similar across the district and includes the leadership practices and systems used to deliver services to the students and their families.

Summary

The focus of the study is the implementation of CS and its effectiveness a strategy for school reform in high poverty schools. This chapter sets the stage for the research. Systems and practices are explored in order to gain an understanding about the success and challenges while implementing a CS. The research questions are used to guide the inquiry process in the qualitative case study through a grounded theory approach. While there is a substantial body of research in CS, there is a need to explore practices in implementing CS in high poverty schools. The role of the principal deserves particular attention. In the next chapter the review of literature will include development of community schools, common research themes related to community schools, implementation of community schools, sustaining the implementation of community schools, structures for the implementation of community schools, outcomes of community schools, in order to fully understand the focus of the study.

CHAPTER TWO: LITERATURE REVIEW

Context

The Elementary and Secondary Education Act (ESEA) of 1965 is a statute that funds primary and secondary education that emphasizes high standards and accountability. ESEA brought education into the forefront, creating a landmark of commitment to equal access to a quality education (Social Welfare History Project, 2016). The No Child Left Behind Act (2001), a predecessor of ESEA, gives the states a greater responsibility for designing their state accountability systems. First of all, the state accountability system requires that all students be exposed to high academic standards that will prepare them for college and careers. In 2015, ESEA was reauthorized as Every Student Succeeds Act (ESSA), which opened up new possibilities for how student and school success are defined and implemented in American public education. ESSA requires educational leadership to implement a system that focuses on the high academic standards which will impact the whole child (Social Welfare History Project, 2016). In addition, states are expected to determine supports and interventions for schools and districts.

Furthermore, ESSA provides an opportunity to embrace school reform efforts including Community Schools (CS). The law requires a strong school-community partnership that are at the heart of CS (Darling-Hammond, Soung, Cook-Harvey, Lam, Mercer, Podolsy, & Stosich, 2016). CS are a school reform which seeks to establish and sustain meaningful relationships between the school, individuals, and organizations in the

community to enhance the academic rigor and relevance of curriculum and instruction (Ruffin & Brooks, 2010).

In addition, the United States Department of Education (2011) announced that the Promise Neighborhoods program was initiated to address significant challenges faced by students and families living in high-poverty communities by providing resources to plan and implement a continuum of services from early learning to college and career. With the Obama administration's Promise Neighborhoods programs, researchers began to examine CS as one type of urban school reform (Green & Gooden, 2014).

Despite the existing research on the implementation of CS and the services it provides to school children, Green and Gooden (2014) state, "further research is needed to better understand how school leaders and students work collaboratively with community stakeholders to implement school reform and equitable community development efforts that push back on out-of-school challenges" (p. 949). Thus, the purpose of this review was to review the literature which included: the development of CS, common research themes related to CS, implementation of CS, sustaining the implementation of CS, structures in the implementation of CS, and outcomes of CS.

Development of Community Schools

As a reform initiative, CS have their roots in the late 1800s and since then, the evolution of services has strengthened families who have been served based on the family's needs. CS were used in the establishment of the first urban houses which offered critical learning and development opportunities to newly arrived immigrants in urban

neighborhoods (Children's Aid Society, 2011). In the 1930s, The Charles Stewart Mott Foundations played a role in supporting second and third generations of CS by investing in community education. Since then and during the 1980s and early 1990s, another generation of CS gained momentum with the development of several models. The models were created as a response to research about the educational struggle of children living in poverty (Children's Aid Society, 2011). One of the pioneering and most well-known community schools in the United States was established in New York Public Schools in collaboration with the Children's Aid Society (Dryfoos & Maguire, 2002).

The Children's Aid Society (2011) states, "Community schools engage parents and community members as essential partners in children's education. They employ multiple strategies for education and involving parents as early as possible and for maintaining their engagement" (p. 7). CS support schools that respond to ongoing learning needs due to the students' circumstances. In addition, CS rely on collaboration to amplify the support to the surrounding community. Burbank and Hunter (2008) add, "[the] Community Advocate Model (CAM) presents a unique opportunity for establishing reciprocal relationships between parents from historically underserved populations and K-16 educators" (p. 47). According to the National Education Association (2013), CS seek to close the achievement gap by locating, partnering, coordinating, and helping students with access to wraparound services. Similarly, the Children's Aid Society (2011) states that CS employ child-centered strategies to promote students' educational success through coordination and the integrated efforts of the schools, families, and communities working together.

The purpose of the CS is to unite partners to the school to maximize the support to students and remove obstacles to student learning (Children's Aid Society, 2011). The work that is completed within the organization requires a shift in the mindset among staff members. Staff members are to embrace the partnership and teamwork (Blank et al., 2010). A CS is intended to transform local education institutions into neighborhood hubs that provide a range of services for students, parents, and community members. The ultimate goal is to improve student education outcomes, in addition to developing stronger communities.

A major tenant of CS centers on collaboratively working together as a team to address common schooling issues, to increase access and provision of services, and to build social capital among students, families, and communities (Houser, 2016). The collaborative effort between the school and the community services enhances the working relations, the level of trust, and the overall support within the organization. CS are built on the premises that communities are mutually dependent and that the partnerships must be purposeful as an essential component to students' academic success. As researchers suggest in congruent, the partners work with the school's mission and develop a framework to align their strategies and use data in the decision-making process (Jacobson, Jamal, Jacobson, & Blank, 2013).

Furthermore, the Children's Aid Society (2011) states that CS are the product of partnerships between the school and the community recognizing that no entity acting alone can improve educational outcomes for all students and emphasize that the integration of services is crucial to the success of the CS strategy. A CS is distinguished

by an integrated focus on academics, youth development, family support, health, and social services (Green & Gooden, 2014). The Children's Aid Society (2011) adds, "sometimes called 'full-service' schools or community learning centers, CS develop an array of partnerships-in the areas of health, social services, academics for children and adults, sports, recreation, and culture-transforming schools into vital hubs that benefit students, their families, and the surrounding community" (p.2).

The expectation of CS is that in order to have effective results, the partners need not only implement additional supports, services, and opportunities but also develop both a mindset and skill set around Four Capacities which are used by the National Center for Community Schools (NCCS) for training and consulting (Children's Aid Society, 2011). First is the comprehensiveness focus which responds to the multiple needs of children and families by supporting them with resources. Secondly, collaboration is used to promote the structured involvement of all stakeholders through outreach, relationship building, and shared leadership. Thirdly, CS uses coherence which emphasizes a shared vision with common set of results which helps the school and the community partners align their activities and skills. The fourth capacity is commitment which is part of all partners conducting sustainability planning from the start (Children's Aid Society, 2011). CS provides a foundation of its purpose, the tenants of CS, and the use of training around the Four Capacities which elicit the expansion of common research themes related to CS.

Common Research Themes Related to Community Schools

CS have been the focus of several studies in the United States. For instance, Green and Gooden (2014) report, “the goal of community schools is to improve education outcomes, in addition to developing stronger communities” (p. 933). Sanders (2016) states that CS “are of growing international interest and the interest stems from a belief among educators and other human service professionals that in order for children to perform and excel in schools, their basic needs must be met” (p. 3). CS can influence the way schools are presented to families who face difficulties when accessing an appropriate educational setting for their children. CS, according to the Children Aid Society (2011), have rooted their work in a body of research about what is required to promote student success, including parental involvement in children’s education, rich and engaging out-of-school experiences, student wellness, and family stability. CS make the most of children’s non-school time by providing high quality after school experiences offering an extension to learning opportunities which enable students to develop their talents (Children’s Aid Society, 2011; McLaughlin, 2001).

CS for education reform is anchored by research on child development, school improvement, parent engagement, and child health which are essential supports for learning (Children’s Aid Society, 2011). CS bring together multiple partners within the school to help maximize and remove obstacles to student learning (Children’s Aid Society, 2011). Valli et al. (2016) state, “although strengthening families and the neighborhood community is sometimes part of the overall goals of these partnerships,

primary emphasis is on student learning” (p. 51). Health disparities such as poor vision, asthma, aggression, violence, lack of physical activity, and lack of breakfast affect low income minority youth. The vision of CS is to integrate academic, health, and social supports to or near the school for easy access (Biag & Castrechini, 2016). According to Basch (2011), no educational innovation can succeed if health disparities are not remedied.

The driving force of CS is to offer a visionary leadership of the roles parents and the community can play in education and the role the school plays in its community (Children’s Aid Society, 2011). CS recognize that parents play a vital role in the academic and social-emotional development of their children and initiate involvement by frequently inviting parents to be physically present in the school as volunteers or participating in any other school activity (Heers, Klaveren, Groot, & Maassen van den Brink, 2016). Epstein (2001) proposes six different types of involvement which include parenting, communicating, volunteering, learning at home, decision-making, and collaborating with the community. For instance, when parents are involved with student’s learning at home, students have a more positive attitude towards schoolwork and show gains in related skill areas while parents also get an awareness of their child as a learner (Willems & Gonzalez-De Hass, 2012).

The parent’s role in CS is key to the ongoing partnership linking student learning and reinforcing the value of schooling. Parents can be involved in their child’s learning through authentic and meaningful learning opportunities by modeling effective learning strategies and encouraging students’ achievement motivation and self-regulated learning

skills (Willems & Gonzalez-De Hass, 2012). Educating the whole child requires bringing the community into the school and having the school see the community as a resource to enable relationships that bring together assets and resources to develop and nurture students (Blank & Berg, 2006).

The role of the educational leader is significant to the implementation of strategies such as CS in order to effectively influence student success. Principals who lead effective schools work to create safe and orderly learning environments, set clear instructional objectives, expect high performance from teachers and students through increased time on task, and develop positive home-school relations (Jacobson & Bezzina, 2008). According to Green (2015), “principals can link and gain support to change school culture by connecting with community-wide initiatives and partnering with local organizations to address key school-community concerns” (p. 704). Ruffin and Brooks (2010) state, “the role of leaders in a CS is not simply to lead the staff and students of the school but also to lead resources, people, and institutional support into the school and toward the ultimate end of enhancing student education” (p. 242).

Furthermore, Bryk (2010) identified five essential supports for student success: strong school-parent-community ties, enhanced professional capacity, a student-centered learning climate, a coherent instructional system, and leadership that drives change and enlists teachers, parents, and community members to expand the work within the school in order to share the overall responsibility for improvement. In CS, educators collaborate with partners who demonstrate the commitment to results that are important to the school and the community and understand that they do not have all the assets and expertise

necessary to improve students learning, thus needing the support from others (Blank & Berg, 2006). Ruffin and Brooks (2010) state that CS are environment-changing institutions that engage children, families, neighbors, and local institutions in the active work within the school to improve the quality of life and learning of all members of the community. The common themes in CS focus on improving, supporting, and encouraging a collaborative effort among parents, the community, and principal leadership in order to improve education outcomes and develop strong communities by using components that link support services.

Implementation of Community Schools

CS are established to bring together the resources of school, family, and community to help young people thrive and make families and communities stronger (Center for Popular Democracy, 2016). Implementation of CS requires strategies which can be transformational in increasing school attendance, decreasing suspensions and expulsions, creating healthy and safe communities, and improving academic outcomes (Center for Popular Democracy, 2016). As a result, the opportunities school and community partnerships pose for students' learning have generated the attention of educational leaders (Willems & Gonzalez-De Hass, 2012). The opportunities stem from the understanding that students learn better in a variety of social and educational contexts. According to Willems and Gonzalez-De Hass (2012), the goals for student academic success are achieved through the cooperation and support of school, families, and communities.

An initial step of a CS is to create a needs assessment of the school and the community. Participants in the assessment include parents, students, community members, and partners. Then there is the creation of a strategic plan that defines how educators and community partners will use all available assets to meet specific needs in order to get better results, specifically through a focus on curriculum, high quality teaching, wraparound supports, positive discipline practices, parent and community engagement and inclusive leadership (Center for Popular Democracy, 2016). The Center for Popular Democracy (2016) explains that CS have achieved dramatic results by utilizing the six strategic components which include: (1) Curricula that are engaging, culturally relevant, and challenging classes can range from after school or during the day classes including languages, programs in the arts, as well as services for English Language Learner (ELL) and special education students. (2) High-quality teaching is used by teachers who are involved in professional development and who utilize objective-aligned assessments to meet the needs of students. (3) Wrap-around supports services provide programs such as health care, eye care, and social and emotional services that support academics. These types of services are available year-round to the full community and the providers that service the community need to be accountable and culturally competent. (4) Positive discipline practices such as restorative justice and social and emotional learning support are encouraged so that students can grow and contribute to the school community and beyond. (5) Authentic parent and community engagement is promoted so the full community actively participates in planning and

decision-making. (6) Inclusive school leaders are committed to making CS integral to the school's mandate and functioning.

The areas that are considered for support vary according to the community, but in general, the centers can provide academic enrichment opportunities, during the day and after school activities, summer learning opportunities, health centers, parent involvement, and early childhood centers (Blank et al., 2010). School and community partnerships advocate for the implementation of CS by allocating resources and services.

CS function on building partnerships which require a nurturing and strong commitment to the school it serves in order to track sustainability. Sustainability is more than fundraising because it requires making permanent changes in daily practice and within the institution, both human and financial resources (Children's Aid Society, 2011). While CS coordinators lead the organization of partnerships in the integration of services, seeking out partners according to the needs of the families are key factors in the operation of a CS. In addition, partners need to own the vision of the campus, to understand the goals, and to serve with the purpose of accountability in order to support the families. Partners need to be invested in a common vision and on the set of expectations for CS to help sustain partnerships in the long run, to enhance CS efficacy, and to encourage stakeholders to define their goal to support the campus (Blank et al., 2012). The implementation of CS can be transformational and can achieve success by using mechanisms that support the strategies of CS according to the Center for Popular Democracy, (2016).

Sustaining the Implementation of Community Schools

Funding is essential in the implementation of CS. CS can be successful with the financial support of local and outside agencies and through grant opportunities.

According to Milner (2015), CS increased funding and resources may assist families to provide support after school and out of school programs that advance student learning and social development. While CS can elicit support services through partnerships that are free of cost, other services can be acquired based on the programming that is requested at a cost to the campus. According to the Children's Aid Society (2011), leaders of CS need to consider how to sustain their work by making permanent changes in daily practice and institutional arrangement in the allocation of human and financial resources based on the campus needs.

CS use resources to directly assist schools in the academic area while strengthening the health, and well-being of students, and families (Blank et al., 2010). The funding sources are diverse and include community partners and supporters, philanthropies, and the federal government (NEA, 2013). At least two funding sources have been identified by the Center for Popular Democracy (2016) which include Title I and Title IV. These are specifically noted within ESSA. Figure 2.1 offers a visual listing of CS funding.

Figure 2.1: Specific Community Schools' Funding

Source	Title I	Title IV	Title IV
		21 st Century Community Learning Centers	Full Service Community Schools
Funding Amount	\$15 Billion	\$1 billion per year	10 grants per year (grants have been \$500,000).
Allocation Mechanisms	All states receive the funds by formula based on need as measured by free and reduced lunch eligibility.	All states receive the funds based on a formula. Districts need to apply to state education agencies.	This is a competitive grant process. School districts and schools and CS Coordinators apply to federal government.
Allowable Uses	Community School Coordinator, coordination of school and community resources.	Afterschool programming, Community School Coordinator, and various other uses.	

Source: Center for Popular Democracy, 2016, pg. 11.

Long-term partnerships between the school and the community allow parents to use the resources while creating a sense of ownership through the process. While the

opportunities to enhance student learning are part of CS, funding becomes a concern due to the diverse needs within a school. As Jackson, Johnson, and Persico (2015) claim, “disparate school spending is frequently identified as a primary culprit in our nation’s wide achievement gaps between students of different socioeconomic and racial backgrounds” (p. 69). Similarly, the Children’s Aid Society (2011) noted that some schools are able to provide innovative classrooms with an array of services for students, but other schools struggle to keep up with costs associated with a budget that delivers immediate services such as after school tutoring, counseling support, and academic enrichment programs. Financial contributions for the implementation of CS can affect productive efficiency of schools, but many make a difference when acquiring support services (Levin, 2012). The sustainability of a CS requires an avenue to allocate and generate human and financial resources in an effective way (Children’s Aid Society, 2011).

CS benefits from funding sources that usually want to invest in a long-term effect by providing resources in order to enhance student learning. Stakeholders may also serve to financially support CS. In addition, Jackson et al. (2015) indicate, there is “compelling evidence that money does matter, and that additional school resources can meaningfully improve long-run outcomes for students” (p. 70). Financial resources are essential for the implementation of CS due to the range of services that students need in a low-income community and which can only be provided with additional funding allocations. Thus, it is important to keep in mind that CS can be successfully implemented to support the needs of students with appropriate financial support which can enhance services such as

after school care, health care options, and college readiness. CS support schools and equips them with its own structures which are unique to the reflection of needs within the school.

Structures for the Implementation of Community Schools

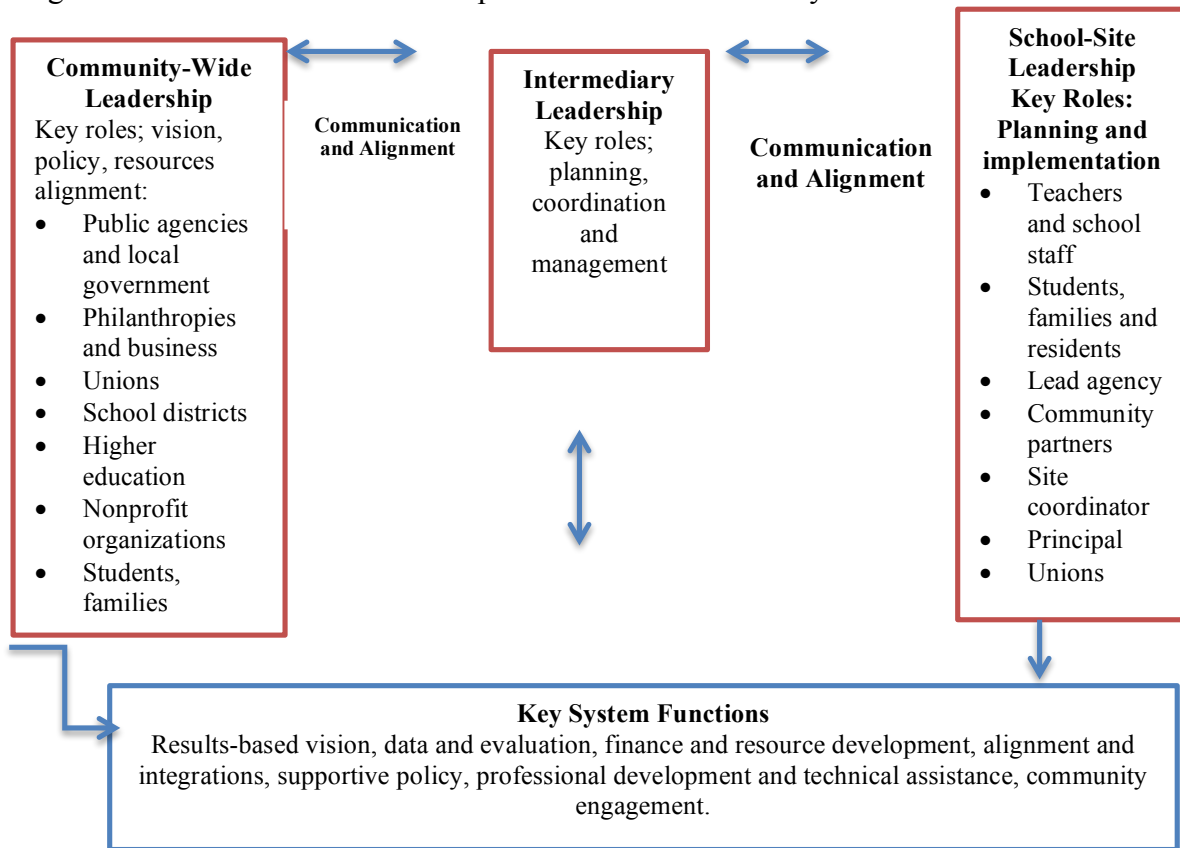
CS is recognized by its purpose and variability in the structures that each CS may use to support schools. The initiation of CS depends on the different set of circumstances and as a result distinctive cultures developed (Blank et al., 2012). Given that the goal of CS is to improve education outcomes in addition to building stronger communities as a result of the integration of services (Green & Gooden, 2014), there might be a need for a different structure. According to Valli et al. (2016), “advocates argue that students’ educational prospects improve when schools attend to a broad array of needs of students and their families which is done by partnering with community groups, government agencies, and social services which may call for various organizational structures” (p. 720).

Furthermore, as the school, family, and community engagement drive the work of CS at any given time collaboration becomes a key. In collaborative engagement, schools and agencies commit to extending the traditional work of teaching and learning by coordinating the delivery of services such as health, social, or further educational efforts that would support students and their families (Valli et al., 2016). CS that meet the social, physical, cognitive, and economic needs of the students and families, and align schools and community resources are a promising strategy for improving student outcomes

(Castrechini & London, 2012). Therefore, for students to succeed, schools, and community partners need to work together while providing learning opportunities by tapping into a variety of time periods such as summer breaks or an extended school year (Jacobson et al., 2013). According to Jacobson (2011), leaders need to create a sense of coordinated purpose within their school and enable the staff to develop the skills necessary to work collectively to remove any barriers that might impede the creation of a collaborative culture.

According to Blank et al. (2012), the ongoing work of a CS takes place through the Collaborative Leadership Structure. With this structure, a collaborative ownership takes root and the initiative's vision and results are set. Figure 2.2 identifies the participants who are aligned in a structure of a collaborative leadership. In addition, three types of leadership are explained: community-wide leadership, intermediate leadership, and school-site leadership. The key roles as well as the communication and alignment are structured in order to understand the collaborative effort among all individuals in a CS. The alignment of all resources is essential in order for the learners to access services in a timely manner.

Figure 2.2: Collaborative Leadership Structure for Community Schools



Source: Coalition for Community School as the Institute for Educational Leadership, 2012, p. 7.

Another structural arrangement relates to the support of ongoing partnerships which are used to sustain CS. The key to CS is the partnerships that are created to engage stakeholders and strategically partner with families and community organizations to provide students with a full range of opportunities and supports (Institute for Educational Leadership, 2017). There are six key strategies according to Blank et al. (2012) that build effective partnerships with local government agencies, teachers' unions, and other organizations in order to form and maintain key relationships. Blank et al., (2012) state, that the strategies are (1) to ensure that all partners share a common vision, establish

formal relationships and collaborative structures to engage stakeholder, (2) encourage open dialogue about challenges and solutions, (3) engage partners in the use of data, (4) create and empower central-office capacity at the district level to sustain community school work and (5) leverage community resources and (6) intermingle funding streams. The partners that seek to support the implementation of the CS approach align to the vision of the campus and understand the needs of the community. The initiation of the partnership is crucial due to the overall cycle that is used to enhance the well-being of students and their families. The CS strategy has the potential to be successful at any campus if the organizational system is executed with students' needs in mind.

CS have served communities by building partnerships with parents, school staff, and community members. Furthermore, CS elicits the engagement of partners in order to bring assets and expertise to help implement the building blocks of CS. The principal ensures the CS coordinator is part of the leadership team by having a voice in the planning and implementation process. The CS coordinator then facilitates the development and implementation of the strategic plan in collaboration with school and community members (Center for Popular Democracy, 2016). CS include the utilization of external partnerships to transform a school building into a neighborhood hub for social services and integrated student supports (Jenkins & Duffy, 2016).

Schools, especially urban schools serving students from high poverty communities, often find themselves in the difficult position of being held accountable for initiating partnerships with students' families and communities without additional personnel or funds and without clear guidance and direction in establishing, maintaining,

and evaluating such partnerships (Sanders & Harvey, 2002). By working through collaborative structures with strong partnerships, CS are in a position to focus on academic outcomes coupled with providing additional services beyond the school.

Outcomes of Community Schools

Through CS, community members can play a vital role in a school reform process (Sanders & Harvey, 2002). The intentional partnerships in CS represent an effective strategy to address in-school and non-school factors that influence student achievement (Melaville, Jacobson, & Blank, 2011). To attract useful and committed partners, however, schools need guidance and support to create appropriate contexts for partnerships. CS are built on the community's strengths and focus on improving the well-being of the community.

Implementation of CS across the U.S. has been researched to track the successes and challenges. The research on community schools shows promise across academic and neighborhood indicators (Blank, Berg, & Melaville, 2006; Blank et al., (2012); Blank, Jacobson, & Shah, 2003; Warren, 2005). For instance, academically, CS in Tulsa, Oklahoma, have outperformed their non-community counterparts on state exams (Blank et al., 2012). In Cincinnati, Ohio, a high school transformed an 84% drop-out rate at the 10th grade level into a 100% school graduation rate in three years after implementing a CS reform (Melaville, et al., 2011). An Academy in Baltimore, MA, previously ranked 77th in the district in its district in academic measures, was ranked 2nd in the city in 2014 (Center for Popular Democracy, 2016). In Los Angeles, CA, an Academy has achieved

remarkable levels of student engagement and has raised its graduation rate from 83% to 93.9% and 99% of the Class of 2014 had enrolled in college (Center for Popular Democracy, 2016). The positive impacts of CS across the different states have spread beyond the schoolhouse and into the local communities (Green & Gooden, 2014). CS create environments that fulfill the necessary conditions for learning by addressing the physical, social, emotional, and academic needs of students (Blank & Berg, 2006). Others claim that CS build neighborhood-wide social capital and position partnerships as a key component to school and neighborhood improvements (Blank et al., 2012; Warren, 2005). Sanders (2016) states that CS have been linked to better coordinated services for families which lowered family stress and increased family engagement in children's education.

Despite the positive results that researchers have reported, CS have been criticized for several shortcomings and continue to wrestle with tensions around strengths and limitations. (Green & Gooden, 2014). The CS strategy does not have wide recognition in the educational world; school reformers are just beginning to acknowledge the importance of incorporating collaborative efforts among the schools and communities (Dryfoos, 2005). Some scholars contend that research on CS took on "deficit notions" about communities of color, neighborhood stakeholders, and fell short of igniting large-scale community transformations (Schutz, 2006). In addition, Schutz (2006) argues that CS focus on specific collaborations rather than the cooperation of the broader community. Similarly, Whitehurst and Croft (2010) found that a large-scale CS charter school in New York City did not produce higher academic gains than some other charter

schools not identified as full-service community schools. While many advocates and education leaders tout the promise of community schools, skepticism remains because the strategy is difficult to implement and sustain, and supporting research is scarce and limited to comprehensive, long-running Community Schools (Jenkins & Duffy, 2016).

In the field of collaboration between community organizations and public schools, community organizing groups can be critical partners in bridging the gap among principals, educators, community members, and low-income parents (Ishimaru, 2013). According to Ishimaru (2013), a community organizing approach may provide insights regarding the conditions, context, and experiences that enable principals to enact more collaborative and more meaningfully engaged parents and communities. While establishing lasting relationships between schools and the community, Stovall (2004) states that principals who work successfully with the community operate as negotiators, making community-based resources available for students and teachers, and position the school as a community space for local residents. For school leaders to be effective with high poverty communities, innovative community approaches must be developed and employed by seeking understanding and service within the neighborhood community (Khalifa, 2012).

While CS collaborative partnerships appear to rely on the leadership of various stakeholders, the principal of leadership is grounded on the premise to lead others in the vision of the school, the district, and tasks within the organization. School leaders seek and act on community input; they work in partnership with community organizations, and community stakeholders help develop the vision of a CS and oversee its implementation

(Institute for Educational Leadership, 2017). Collaborative leadership is critical for sustaining CS whose purpose is to collaborate with schools to ensure that every student is well-educated.

According to Richardson (2009), the benefits of CS are dependent on the quality of their leadership, community partnerships, and organizational development. Principals need assistance in understanding the benefits of effective school-community collaborations, identifying potential partners for collaboration and appropriate collaborative activities, and creating school environments that encourage and support such collaborations. Melaville et al., (2011) suggest that CS need to have strong principals who can be accountable for student performance while sharing the responsibility with the community to help students succeed. Blank and Berg (2006) state:

Studies also suggest that while the addition of various health, social, recreational, and other support services is essential to children's success in school, academic achievement gains will not improve significantly unless schools also improve teaching and learning. This means that it is not enough to remove nonacademic barriers. Schools must proactively enable learning through improved teacher quality, a challenging and engaging curriculum that is tied to the real world, and effective school leadership. (p. 8)

Several studies have demonstrated that school leadership can play a role in community-oriented goals, improve the neighborhood community, and thus improve the lives of students (Carpenter-Aeby & Aeby, 2001; Siddle Walker, 2005). Other studies indicate that principals play an important role in forging robust connections between

schools and their local communities (Auerbach, 2010; Epstein, 2001; Gooden, 2005; Sanders & Harvey, 2002; Santamaría & Santamaría, 2012), especially among families, teachers, and community members (Bryk & Schneider, 2002; Henderson & Mapp, 2002; Ishimaru, 2013; Lopez, Harvey, & Chesnut, 2013).

While a few researchers have highlighted the importance of the principal's leadership in creating CS, it is suggested that future studies specifically focus on the principal's role. Despite the long-standing implementation of CS across the United States, few studies have focused on leadership in community schools (Ruffin & Brooks, 2010).

Summary

The emphasis on school improvement has increased the need for school reform that can effectively impact student outcomes using systems that focus on the whole child (Ruffin & Brooks, 2010). One such reform, CS, has become an important avenue to not only to enhance student academic achievement but also to address student social and health needs with the contributions of community stakeholders.

ESSA gives opportunities for schools to implement CS as a strategy to support the interventions needed to ensure the success of all students (Social Welfare History Project, 2016). CS has become to be known as a strategy, described by the Coalition for Community Schools as a place and set of partnerships, connecting a school, the families of students, and the surrounding community. According to the research, a CS is

distinguished by an integrated focus on academics, youth development, family support, health and social services, and community development (Blank et al., 2012).

The research suggests that the goal of CS is to improve academic outcomes and develop stronger communities (Green & Gooden, 2014). In a CS, parents and community members are essential partners in education. The emphasis in CS is to include collaborative activities such as after school programs which encourage students to be engaged in learning activities to promote strong and positive development (Children's Aid Society, 2011). A primary emphasis on partnerships is focused on student learning while strengthening families and the neighborhood community (Valli et al., 2016). Research states that CS provide important school-based services which represent an expansion of the traditional school model by leveraging and aligning community partners to improve student outcomes (Fehrer & Leos-Urbel, 2016). Research indicates that parent involvement in the home provides opportunities for students to have a positive attitude towards learning in addition to parents gaining awareness of their child as a learner (Willems & Gonzalez-De Hass, 2012).

The research also provides evidence on the different structures that are essential and a specific approach on how to implement CS. In the decision-making process of implementation, it is essential for the partners to align their work with the school's mission in order to establish strategies that reflect the school's data. However, the partnerships, must need to be sustained by constant nurturing and a commitment to overcome any issues that may arise (Children's Aid Society, 2011). The end goal of CS is

to engage community partners in the schools to maximize the support for students and remove obstacles to student learning.

The implementation of CS allows for the community to join the school efforts in the planning stages with appropriate support systems in place. According to previous research, CS have been implemented to fill the academic achievement gaps by providing during school academic support, after school tutoring, extended summer learning opportunities as well as health clinics to care for the needs of students (Children's Aid Society, 2011). Research also indicates that a strategic plan is developed in the implementation of CS to define how educators and community partners will use resources to enhance results with a focus on curriculum, quality teaching, support services, discipline practices, parent and community engagement, and inclusive leadership (Center for Popular Democracy, 2016).

The CS strategy has been used in different school districts to connect families to the school environment. CS have resulted in yielding school districts positive outcomes which are the results of the continual employment of the strategy as an intervention to support schools (Children Aid Society, 2011). Research also states that intentional partnerships are an effective strategy to address in-school and out of school factors to effectively influence student success (Melaville et al., 2011).

According to previous researchers, CS can be possible through funding opportunities such as grants and organizations which can help secure the range of resources needed to achieve specific results (Children Aid Society, 2011). However, funding becomes a challenge when schools and principals do not have connections to

partners who cannot sustain the services for a long-term partnership. Research indicates that financial resources are essential for the implementation of CS in low-income communities in order to provide services such as after school care, health care options, and college readiness support for students (Children's Aid Society, 2011).

Principals must be well-informed on the implementation of CS in order to adjust practices which involve teachers, parents, students, and the community. The implementation of CS guides the principal to communicate, to collaborate, and to have a clear vision in order to adjust practices needed to coordinate with stakeholders. Most of the research has focused on the promising work of the CS strategies which are used to connect partnerships in order to sustain the needs of the students (Blank et al., 2012). The research states that principal leadership is key in gaining support to change school culture by connecting with the community and with local organizations to address school-community concerns (Green, 2015). The role of the leader serves as a guide to explore the practices that best fit the school's needs, but even more importantly, the principal's leadership practices successfully impact the academic success of students. Research states that "emphasizing the outcomes of principals' actions, as opposed to their pre-existing skills, researchers began analyzing the processes leaders employed to promote school improvement" (Jacobson & Bezzina, 2008).

Therefore, the educational leader's systematic actions in implementing the CS should be examined. Even though research explains the development of CS and themes related to CS (implementation, sustainability, structures, and outcomes), more research needs to be done in order to effectively implement CS when seeking a school reform to

support the needs of students. For instance, Green (2015) suggests a push of a deep investigation on principal leadership and community development. Similarly, Green (2015) suggests that leaders develop a broad vision for school and community by positioning the school as a spatial community asset. This qualitative study will use a grounded theory approach and a case study design to explore practices in the implementation of CS in high poverty schools.

CHAPTER THREE: METHODOLOGY

The purpose of this chapter is to delineate the methodology and procedures for the study. This chapter includes the purpose of the study, the research questions, the rationale of the selection of the method and design, the description of the organization and the participants. This chapter also explains the methodology used in the research. The purpose of this study was to explore the factors affecting the successful implementation of CS in high poverty schools that experienced successful student outcomes.

Research Questions

The following research questions were addressed in the study:

1. What is the role of the principal in supporting the implementation of CS?
2. What roles other stakeholders play in the successful implementation of CS?
3. What challenges are encountered in implementing CS?

RESEARCH METHODS AND DESIGN

Qualitative Research

Qualitative research is concerned with understanding the particular context within which the participants act and the influence this context has on their actions (Maxwell, 2008). In the journey of the research process, Crotty (1998) stated, “there is a host of assumptions which shape the meaning of the research questions, the purposiveness of research methodologies, and the interpretability of research findings” (p. 17). Much qualitative work attempts to understand the experience of others and the practices vary

greatly in the structures and strategies that shape the research process (Bradley, 1993). The assumption that is made for the purpose of this study is that leadership practices impact the implementation of CS in high poverty schools. The study used a qualitative method to explore the factors affecting the successful implementation of CS in high poverty schools that experienced successful student outcomes.

The goal of this study is to understand how events and actions shape the circumstances of participants in their individual settings (Maxwell, 2008). The study used an interpretivist framework based on Crotty's (1998) explanation that "meaning is not discovered but constructed. In this understanding of knowledge, it is clear that different people may construct meaning in different ways, even in relation to the same phenomenon" (p. 9). In an educational setting, qualitative inquiry opens a window to a much broader understanding of these phenomena with an in-depth richness that could not be possible otherwise (Hays & Singh, 2012). Thus, the purpose of this research supports the use of case study research methodology to achieve its outcome.

METHODOLOGY

Case Study Design

In qualitative research, a case study is a common practice that is used for in-depth analysis of a phenomenon. Yin (2003) defines a case study as "a contemporary phenomenon within its real-life context, especially when the boundaries between a phenomenon and context are not clear and the researcher has little control over the phenomenon and context" (p. 13). Even though reporting findings of a case study can be

a difficult task, the researcher's responsibility is to convert a complex phenomenon into a format that is readily understood by the reader (Baxter & Jack, 2008). A case study approach was appropriate for this study because it provided an avenue to explore the perceptions of those involved in the implementation of CS.

The case study approach is widely used in qualitative research. A benefit of the case study approach, according to Stake (1995), is that it allows for a flexible design which permits researchers to make major changes even after they proceed from design to research. Novice investigators find that a flexible approach does not require much design preparation (Yazan, 2015) thus allowing for changes throughout the research process.

A case study approach is considered when the focus of the study is to answer "how" and "why" questions, the researcher cannot manipulate the behavior of those involved, the researcher wants to cover contextual conditions relevant to the phenomenon under study, or the boundaries are not clear between the phenomenon and context (Yin, 2003). In addition, there is no right or wrong way to conduct the study. According to Stakes (1995), "Each researcher needs, through experience and reflection, to find the forms of analysis that work for him or her" (p. 77).

Site and Participant Selection

The aim of the study was to illustrate practices in successful CS. This focus required purposeful selection of the site and participants while using a snowball sampling, the main vehicle to access informants for the study. Noy (2008) stated:

A sampling procedure may be defined as snowball sampling when the researcher accesses informants through contact information that is provided by other informants. This process is, by necessity, repetitive: informants refer the researcher to other informants, who are contacted by the researcher and then refer her or him to yet other informants and so on. (p. 330)

Using snowball sampling, district leaders suggested campuses which were involved in the implementation of CS and have shown student academic success. The campus for the study was then selected.

Snowball sampling is a random sample of individuals drawn from a given finite population in which each individual in the sample is asked to name other individuals in the population, and the sampling of known individuals continues until it satisfies the parameters of the researcher (Goodman, 1961).

The selection process began with the identification of all CS in CISD. A review of the schools was completed by analyzing campus data using the TEA 2017 accountability results. In order to select a CS campus, the study was focused on a school which had “Met Standard” at any level in 2017. After gathering feedback from CISD district administrators and CS stakeholders, the campus was selected using the described selection process and focusing in a vertical team that would not overlap with the researcher’s vertical team. The study was limited to an elementary campus selected from the vertical team meeting the study’s criteria.

Therefore, the elementary school was selected based on the student success outcome while implementing CS. Student success is measured according to the Texas

Education Agency (TEA) accountability standards. The data that was used for the selection is the 2017 TEA accountability results in which the school received “Met Standard” rating.

Sampling and Participants

The study’s participants randomly selected from one campus were administrators, teachers, a parent, CS coordinators, CS directors, and CS stakeholders. The selected participants’ positions and assignments are explained in Figure 3.1. The experience of teachers and principals was not taken into consideration for the purpose of this study. The participants were selected based on their current position at a CS site. The parent was selected as a recipient of CS services at any time during the school year. The CS stakeholders were selected as providers of services in CS. The CS coordinators and directors were selected based on their assignment to support the campus. There was a total of thirteen participants.

Figure 3.1: Selected Participants

Community School Stakeholder (CSS) Assignment Outside, District, Campus	Name of Participant	Position
Outside CSS	Gerardo Elizondo	Executive Director of CVEY
Outside CSS	James Canales	Director of CVEY and CS Coordinator
Outside CSS	Sandra Cardenas	CS Coordinator
Outside CSS	Janice Adams	CS Coordinator at the Lamar Vertical Team FRC
District CSS	Kim Clark	CISD Administrative Supervisor of CS
District CSS	Laura Vargas	Administrative Supervisor for Parent Programs
District CSS	Mary Martinez	Project Specialist
Campus CSS	Francisco Dominguez	Principal
Campus CSS	Shelby Jones	Assistant Principal
Campus CSS	Juanita Ruiz	Counselor
Campus CSS	Kenya Lopez	Teacher
Campus CSS	Zulma Juarez	Parent Specialist
Campus CSS	Trish Davis	Parent

DATA COLLECTION

The data collection process includes the gathering of data in which the researcher can employ a variety of methods to elicit information pertaining to the study (Kolb, 2012). The data collection protocols used for the study included interviews using a set of open-ended questions specifically created for this study. In addition, observations were conducted to gather information about the participants' interactions.

Institutional Review Board Approval

The first step to conduct the research was to obtain Institutional Review Board (IRB) approval from the University of Texas at Austin. The submission of the required documents was done in a timely manner to obtain permission for the collection of data. After IRB permission was granted, the required documentation was submitted to the school district for approval for initiation of the interviews and observations.

Pilot Interviews

The questions used for the study were first field tested in a pilot study setting. The reliability and validity of the content was tested through a series of feedback sessions with participants involved in CS. The pilot study was used as a procedure for testing the quality of the interview protocol and for identifying potential researcher biases in which investigators try out their proposed methods to see if the planned procedures perform as envisioned by the researcher (Chenail, 2011).

The participants of the pilot study were selected randomly as long as they had knowledge of the implementation of CS without considering the campus or their position within the school district. In pilot studies investigators give test runs by piloting their

means for collecting and analyzing data on a small sample of participants with the same or similar inclusion criteria as would be the case in the main study (Chenail, 2011). The results of the pilot interviews were used to accommodate the sequence and content of the interview based on the purpose of the study.

Interviews

Interviewing is a way of collecting data in qualitative research to guide the participant in responding to specific research questions (Stuckey, 2013). In addition, the process of interviewing allows the researcher the opportunity to gain the perspectives of other individuals by collecting a vast amount of data (Kolb, 2012). This study allowed for the use of interviews to solicit the participants' feedback through a set of questions. For the purpose of the study, questions were developed to elicit information on the perceptions of practices in CS implementation of the principal, teachers, parent, CS stakeholders, and CS representatives.

The interview guide was created to explore factors that influenced successful CS implementation, the challenges, and the roles of the principal and stakeholders. The semi-structured interviews (Stuckey, 2013) used the researcher's outline of questions and clear instructions to record each participant's perception. The interviews were then followed by an observation. Interviewers were recorded with participants' permission by using an internet transcription service called Rev.com to transcribe the audio. There was a total of thirteen participants involved in the study.

A meeting was scheduled with participants at a designated location. The interview took from 30 to 45 minutes. The interview was directed with the set of questions designed for this particular research.

Observations

The purpose of observation data, according to Creswell & Poth (2017), is to describe the activities that took place, the people who participated, and the researcher's observations of participants' meaning which requires a careful description with factual and accurate information (p. 72). The purpose of participant observation is to have a thorough understanding of the research setting and the participants in the study (Kolb, 2012). The researcher conducted observations and recorded notes on practices using meetings and informal conversations with staff members and community/parent interactions to gather data related to the topic.

Reflexive Journaling

Journaling was used during the interviews to understand the perceptions of the responses. Reflexive journaling can help the researcher develop strategic and carefully considered ways to address challenges (Meyer & Willis, 2018). The use of reflexive journals were used to provide information that was acquired through observations and formal conversations during the interview.

Role of the Researcher

The researcher has had more than twenty years of education: eight years as a classroom teacher, five as a school counselor, and nine years as an administrator. The

role of the researcher was to note patterns in the answers provided during the interview and to note specific details based on the observations related to the study. When considering leadership, assumptions get in the way while observing practices in implementing CS. The researcher's assumptions and perspective might have influenced the outcome of the research since the researcher has prior knowledge and experience in the implementation of CS. According to Kolb, (2012), the researcher's personal world view and individual biases are contributing factors that may influence the study (p. 86). Observations and feedback could have altered responses based on the researcher's perception of the model. The researcher analyzed the results using the interviews and observations to develop a grounded framework for the data.

DATA ANALYSIS PROCEDURES

The analysis of data, according to Bogdan and Biklen (2007), is a systematic process of arranging all information obtained from the interviews, field notes, and any other material collected to increase an understanding of the data and enable the presentation of what has been discovered (p. 84). The research questions were used as a guide to organize data which was analyzed through a coding process. Hays and Singh (2012) define coding as a means to find patterns by categorizing words and making connections between categories. The researcher used open-coding and axial-coding to make comparisons in analyzing the data.

Grounded Theory

A grounded theory approach was used in the study which helped in the emerging of themes from the data gathered during the interviews. According to Crotty (1998), grounded theory can be viewed as a specific form of inquiry that, through a series of steps, develops theoretical ideas (p. 78). Grounded theory is a theory derived from the data, systematically gathered and analyzed through the research process in which the researcher allows the theory to emerge from the data (Strauss & Corbin, 1998). The intent of grounded theory, according to Creswell and Poth (2017), is to move beyond description to generate and to discover a theory (p. 82). The procedures of grounded theory are designed to develop a set of concepts that provide a theoretical explanation of social phenomena under study; the theory should explain and describe, giving some degree of predictability only with regard to specific conditions (Corbin & Strauss, 1990). Grounded theory offers insight, enhances understanding, and provides a meaningful guide to action (Strauss & Corbin, 1998). The strength of using grounded theory is that the outcome of the theory is constructed on its own unique data.

Open-Coding

Corbin and Strauss (1990) stated open-coding techniques are used to organize the categories that emerge as the data is compiled, and its purpose is to help the analyst gain insights into the data by breaking through ways of thinking about phenomena reflected in the data. The information gathered through the series of interviews and observations gave meaning to leadership practices that are used in high poverty schools when implementing CS.

According to Fram (2013), during the coding process, incidents or data are compared to other incidents. The process starts with open-coding to develop categories from the initial set of data reduction, and further reducing and recoding allows for certain categories to emerge (Charmaz, 2001; Glaser & Strauss, 1967). The transcribed data from interviews facilitated in the interpretation and coding of data. Coding is a significant step taken during analysis to organize and make sense of the data (Basit, 2003). An open-coding technique was used to organize the categories that emerged as the data was compiled. The purpose of open-coding, according to Corbin and Strauss (1990), is to “help the analyst gain new insights into the data by breaking through standard ways of thinking about phenomena reflected in the data” (p. 423). One danger associated with the analysis phase is that each data source would be treated independently and the findings reported separately. This outcome is not the purpose of a case study. Rather, the researcher must ensure that the data are converged in an attempt to understand the overall case, not the various parts of the case, to recognize the contributing factors that influence the case (Corbin & Strauss, 1990).

Axial-Coding

Axial-coding is a qualitative technique involving a process of relating data together in order to reveal codes, categories, and subcategories in the participants’ voice within the collected data (Simons, 2018). Axial-coding relates categories to their subcategories by linking them at their level of properties and serves as a tool devised to help researchers integrate structure with the process (Strauss & Corbin, 1998). Axial-

coding is used mostly to analyze the results of a study by making connections between categories that reveal themes that may span across several categories and subcategories which come into light via constant comparative method (Simons, 2018).

Constant Comparative Method

The research questions were answered using the constant comparative method. According to Glaser and Strauss (1967), the constant comparative method is an iterative and inductive process of reducing the data through constant recording. In addition, Glaser (1965) describes the following four stages in the constant comparative method: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory (p. 439). Kolb (2012) explains that throughout the four stages of the constant comparative method, the researcher sorts through the data collection, analyzes and codes the information, and reinforces theory generation through the process of theoretical sampling (p. 83).

Triangulation

In qualitative research, it is important to validate the collected data which generally calls for triangulation. Triangulation, according to Kolb (2012), depends on the convergence of data gathered by different methods; it can also be achieved by using the same method gathered over time (p. 85). The research was conducted using interviews and observations with all the participants at the different sites.

Trustworthiness

The trustworthiness of the research was important in order to use the findings for further research. Guba's (1981) model of trustworthiness encompasses four aspects which are (1) truth value, (2) applicability, (3) consistency, and (4) neutrality (p. 79). The researcher used trustworthiness strategies to ensure the validity of the research.

Summary

The focus of the study was to examine the implementation of CS in high poverty schools that experienced successful student outcomes. Historical data was used to identify a high performing vertical team currently implementing CS. The interviews were used to understand the practices at the different schools and to explore the implementation of CS in the different settings according to the participants' involvement. Observations were used to analyze the interactions among stakeholders during community events and to observe the community support while different services were being implemented. Participants were identified by their roles with the schools or by recommendations from district personnel and as a result of their history with the school's implementation of CS. The community members were selected by their presence in CS and their involvement at each campus. The practices considered through interviews and observations were used to analyze patterns of practices. This research provided an understanding of leadership practices while implementing a CS in high poverty schools.

The methodology used aligned with a case study. Using a qualitative approach provided an opportunity to use interviews and observations in order to extract the patterns

of leadership practices in the study. The research questions guided the study on the researcher's focus on the implementation of CS in high poverty schools that experienced successful student outcomes.

CHAPTER FOUR: CASE STUDY CONTEXT

Central Independent School District is the home of over 80,000 students and is located in a southern central state. CISD is one of the top eight largest districts in its state. The study took place at North Bridge Elementary, a Title I campus, which is a Community School (CS) that serves over 500 students. The CS strategy was the central focus of this study, so participants had previous experience with the implementation of the program. Chapter Four describes the district, the campus, and the participants in the study. A description of the school district, the campus, and the participants was included while using pseudonyms to protect the anonymity of all participants and to promote trustworthiness.

STUDY CONTEXT

Central Independent School District

Central Independent School District (CISD) is a school district based in an urban city in Texas. The district was established in 1881; the district serves most surrounding cities and unincorporated areas in the same County. CISD covers an area of 230.3 square miles and is located in central Texas. The schools are located all over the city and are grouped in vertical teams according to the district's boundaries. Each vertical team is comprised of elementary, middle, and high schools which work together as part of an alignment process in the district's organizational chart. Each campus is served by the leadership of the principal and the rest of the staff is based on the campus enrollment and on the percentage of economically disadvantaged students. The staff positions are

assistant principal, counselor, parent support specialist, teachers, special education teachers, instructional specialist, and teaching assistants. All schools have a cafeteria and a custodial staffing team.

The district's website defines the mission as one which provides a comprehensive educational experience that is high quality, challenging, and inspiring to all students to make a positive contribution to society. The district's vision is focused on reinventing the urban school experience. In addition, the district adopted core beliefs that emphasize (1) all students will graduate college, career, and life ready; (2) the organization will create an effective, agile, and responsive organization; (3) vibrant relationships critical for successful students and schools will be formed.

The district has seen a decline in enrollment since the year 2011. Student enrollment in 2011 was highest at 86,528 compared to 81,647 students enrolled in 2017, the lowest enrollment to date. Enrollment also varied across student race/ethnicity groups. While the district's enrollment of White population had the largest increase of 560 students, the Hispanic enrollment had a decrease of 1,957 students (CISD website).

Several factors affect the families in the CISD community. Some of those factors are due to families being unable to afford the high cost of living within the city limits. Families are moving outside of the city in order to afford a home or an apartment. Another factor affecting the district's enrollment has been the opening of charter schools around Title I schools. The families are searching for extended after school hours which do not align with the dismissal time and the limited after school programming in CISD.

The district serves 17 high schools, 18 middle schools, 85 elementary schools, and 10 other campuses. The total enrollment of CISD is comprised of 80,000 students of which 58% are Hispanic, 27% White, 8% African-American, 4% Asian, and 3% Other. Of the total enrollment, 53% are Economically Disadvantaged, 28% are English Language Learners (ELLs), 10% are in Special Education, and 10% are part of the Gifted and Talented program.

In 2017, the district received several recognitions which included the achievement on state standards for student achievement, student progress, closing performance gaps, and postsecondary readiness. The district and more than 100 campuses earned the state's top rating of "Met Standard." In addition, the Texas Education Agency awarded the CISD schools a total of 167 Distinction Designations for Outstanding Performance.

District Programming

Despite the outstanding recognition in some schools, others continue to struggle to sustain the academic foundation based on TEA accountability performance. The district has several schools that access Title I funding to support the Economically Disadvantage population. In many CISD, support services have been integrated to alleviate the broad range of needs that impact the academic success of students. Even though the schools vary in demographics and enrollment, every school adopts services, programming, and strategies to enhance the success of all students. According to the district's website, the focus is to include stakeholders while promoting long-lasting partnerships. The schools advocate for parental involvement through programming and

services such as mentoring, volunteering, parent organizations (PTA), and leadership committees.

The overall framework of the district varies in regards to academic achievement, student support services, daily operational routines, and other forms of family support. The focus of the programs is the overall academic achievement of all students using support services that promote equity and social justice through the implementation of programs such as Social and Emotional Learning (SEL), Positive Behavior Intervention Support (PBIS), counseling and mental health support and other opportunities that support the whole child.

The district offers programs and support services to families in most schools. Depending on student population, the resources are allocated based on location, population, and needs of the campus. Each campus has its own unique attributes which are represented in the vision of the school, the Campus Plan. Despite the large size of the district, the delivery of services and programming has been open to schools to integrate practices that are proven to support the whole child. The district uses programs such as Social and Emotional Learning (SEL), after school enrichment activities, mental health clinics, Communities in Schools, Early College High Schools, Fine Arts Academies, Magnet Schools, AVID demonstration campuses, Community Schools, All Boys School, and All-Girls School to expand opportunities for students and their families. CISD is a recognized leader in urban education and is one of the first districts in the nation to incorporate SEL. According to the district's website, SEL skills and concepts are integrated in academic lessons to enhance the climate of the school. Also, an Early

College High School program allows high school students to take college classes. The program has no fees for tuition, textbooks, or transportation. Students can graduate with their high school diploma and an associate degree.

The district has started an open-enrollment program due to a decrease in the district's population. The programs that are offered at the different schools across the district have attracted some students to transfer to the campus of their choice. This practice has also brought students from nearby districts which has increased enrollment but not enough to sustain this dimension of the district. Programming such as Community Schools is unique to its community in providing an array of services based on the needs of the families and the students. Services such as health clinics, food pantry, dental clinics, ESL classes, GED classes, social worker, and dental clinics are some of the services that provide support to the community.

Campus Programming - Community School

The Community School's work in the Lamar Vertical Team started with the establishment of a Family Resource Center (FRC) at Green Middle School in 2013 to accommodate eight schools. The FRC was funded with support from the city, county, and school district. The integration of CS brought wraparound services to the community which served the Lamar Vertical Team. In 2015, a FRC was established at Lamar High School which increased the amount of services provided to the families. The services included support for families in filling out applications for food stamps or for employment, adult education to receive a GED diploma, literacy classes, and medical

clinics to offer free shots. In 2015, the Full-Service Community Schools grant was acquired which allowed for an expansion of CS to North Bridge Elementary. CS was initiated with a series of meetings to gather feedback from the community, staff, parents, and students in a needs assessment survey. CS then integrated resources and services based on the campus needs.

North Bridge Elementary School

The campus was built in 1974 in a large, urban Texas city, west of a main highway in Central Texas. The school is one of over eighty schools that are part of an urban school district. The campus “Met Standard” according to the 2017 TEA accountability performance standard. The total enrollment was 519 students of which 88% are Hispanic, 6% African-American, 4% White, and 2% Other. There are 94% Economically Disadvantaged students, 70% English Language Learners, and 8% Special Education students (TEA, 2017). There are two Special Education units located on campus which serve students from the surrounding area. The mobility rate is 24%. The campus is home to 58 staff members of which 57% are Hispanic, 42% are White, and 1% are African-American.

The campus is located in a north-central urban city and is rich in cultural and ethnic diversity. The school’s website describes the school’s climate as a learning, sharing, teaching, and caring environment. The faculty is committed to the success of students. Partners contribute as mentors, tutors, and volunteers to the school. North

Bridge Elementary offers a full day Pre-Kindergarten Program and bilingual and ESL classes at every grade level according to the campus website.

Description of Participants

A total of thirteen participants which included district, campus staff, and community members took part in the study. The campus, district personnel, and community members included in the study had some type of involvement in the implementation of CS. The campus staff was chosen as the core group in the implementation of CS and had knowledge of the services and resources offered at the campus. However, it is important to point out that not all campus staff involved in the implementation of CS were interviewed. The district support personnel were chosen since they were key people in supporting the implementation and had first-hand knowledge of the distribution of series and resources. The description of the participants and the district will not be fully identified to protect the identity of all participants.

Outside Stakeholder Participants

The outside stakeholder participants were selected since they were providers of services to the Lamar Vertical Team including North Bridge Elementary through Central Voices for Education and Youth (CVEY) and were randomly selected based on their involvement in the delivery of services at the school. Central Voices, according to its website, is focused on creating a community collaboration to strengthen families, support students, and improve schools in different vertical teams that are Community Schools in CISD. It is the CVEY's belief that public schools can serve as hubs to unite

neighborhoods, families, and students to achieve positive change. The participants in the study hold different positions, but all are charged to support the district and the schools that use CS as a strategy to support the families and their children. The description of the participants is important in order to understand the alignment of services that are distributed to North Bridge Elementary School.

Gerardo Elizondo. He is the Executive Director of CVEY. The executive director was a teacher in CISD before taking over the position with this organization. He is tasked to work with partnerships and immediate coordinators to address issues concerning the community. He facilitates conversations with partners and secures stakeholders to support CS.

James Canales. He is the Director and Community School Coordinator for the Family Resource Center. He is tasked to oversee other coordinators and to assess the needs of the community through family gatherings at community dinners. The families are brought to the campus to provide needs input. The coordinator's job is to carry out a needs assessment which will then translate to a plan of action for the campus.

Sandra Cardenas. She serves as the Community Schools Coordinator for North Bridge Elementary. Her responsibility is to ensure the campus is the hub of the community by providing services to the students and their families. She coordinates with the campus principal to align the services that are necessary to support the needs of the community.

Janice Adams. She is the Community Schools Coordinator at the Lamar Vertical Team Family Resource Center. The work that she delivers involves coordinating

partnerships, coordinating community discussions, and bringing new resources to the FRC. She is key in building long-lasting partnerships and sustaining those partnerships. She is an essential member in filling the gaps for resources and services at the schools within the Lamar Vertical Team.

District Participants

The district staff members who took part in the interview were those who lead the CS initiative by aligning resources from the community, the district, and the campus, based on the needs of the students and their families. The positions that the participants hold are Supervisor of Community Schools, Project Specialist, Director of CS, Administrative Supervisor, and Community School Coordinator. The district participants play a different role while under the CS umbrella. The emphasis of the participants is to align resources, support the campus with the distribution of resources in a timely manner, secure funding, and to expand CS across the district.

Kim Clark. She serves as CISD Administrative Supervisor of Community Schools. She works with the community engagement office and supports fifteen schools which are designated as CS. The position was created more than two years ago and she was hired for this purpose. The charge is to examine existing CS efforts and practices from across the county and to develop a model for sustaining and expanding CS to other campuses across CISD.

Laura Vargas. She is the Administrative Supervisor for Parent Programs. She has been working for the same district for over 20 years in multiple roles. Her job is to

oversee all CISD Parent Support Specialists (PSS) in 75 Title I schools including the delivery of professional development to PSS's, monitoring the Title I funding for parent support, overseeing the needs of the parents, and ensuring the families' needs are being met. She oversees family engagement programs and funding requirements for Title I schools.

Mary Martinez. She is the Project Specialist for a national foundation which is part of a grant serving schools in three different CISD vertical teams, including North Bridge Elementary School. The goal is to create partnerships within communities; this includes creating parent capacities and building those relationships between the school and the parents.

Campus Participants

The study included a total of six elementary campus participants who took part in an interview. Those interviewed included a teacher, a counselor, the Principal, Assistant Principal, Parent Support Specialist, and a parent. The participants are part of the CS team. The team meets once a month to plan, implement, and find ways to sustain the CS strategy on campus.

Francisco Dominguez. He has been the Principal at North Bridge Elementary School for three years. He has been in education for fifteen years and had military experience for twenty years. His responsibility in a CS campus is to analyze the data provided during the initiation phase and set up CS goals with a plan for interventions.

The principal's role is to ensure the partnerships are established and the implementation and delivery of services is dispersed to the families in a timely manner.

Shelby Jones. She is the Assistant Principal at North Bridge Elementary School. She has been in education for more than five years. Her role in a CS is to be an active member in the support team. She participates in the CS support team monthly meetings. She oversees parent meetings to ensure the resources are delivered to the families in a timely manner.

Juanita Ruiz. She is the counselor at North Bridge Elementary School. She has been in education for twenty years. She is part of the CS support team. She attends the monthly meetings and coordinates the delivery of services and resources to the families. She is the campus staff member who provides a needs assessment to the families in need and ensures the resources or services are provided in a timely manner to the students and their families.

Kenya Lopez. She is a North Bridge Elementary classroom teacher who has been teaching for more than sixteen years and is part of the CS support team. Her involvement is to actively participate in the CS support team meetings and to attend community events to assess the needs of the families. She coordinates with the committee on the different resources available to the families and aids the CS Support Team by making phone calls to the parents, sending notes home, and collaborating with the committee to find additional funding to increase the CS support to the families and the students.

Zulma Juarez. She is the Parent Support Specialist at North Bridge Elementary School. She is responsible for leading the parent center by providing services and resources to the families. She collaborates with stakeholders to create and sustain partnerships that are essential to support the needs of the families.

Trish Davis. She is a parent at North Bridge Elementary. She is part of the CS support team and attends meetings regularly. She has received district training to increase her understanding on campus practices. She is a Parent Champion. As a parent champion, she has received professional development on SEL and is charged to lead the training to other parents on campus.

Summary

A description of the school district, the campus, and the participants was included using pseudonyms to protect the anonymity of all participants and to promote trustworthiness. The participants' roles were described to fully understand their involvement. The outside stakeholders were selected as providers of services to the campus. The district participants were selected as direct links of CISD to the community and to the campus and as members who participate in the campus CS Support team.

The following chapter will include the findings of the study. The findings of the study are then described using the data acquired through the interviews and observations. The researcher will explain the findings using grounded theory on the implementation of CS in a high poverty schools.

CHAPTER FIVE: FINDINGS

The purpose of this study was to examine the implementation of CS in high poverty schools that experienced successful student outcomes. The study was designed to answer the following questions:

1. What is the role of the principal in supporting the implementation of CS?
2. What roles do other stakeholders play in the successful implementation of CS?
3. What challenges are encountered in implementing CS?

This chapter presents the findings of the study. The researcher for this case study used semi-structured interviews with a snowball sampling method to select the participants and make subsequent observations for the purpose of this study. Pseudonyms were used to protect the anonymity of all participants and to promote trustworthiness. The findings of the study were described using the data acquired through the interviews and observations.

The sections that follow explore the findings within the context of each research question of the study. The emergent themes were developed while analyzing the interviews. The interviews were recorded and transcribed using an application called Rev.com. The application was used to download the full interview of each participant. Once all interviews were completed, the emergent themes were analyzed by coding the interviews and using the study's questions to analyze the responses.

Research Question 1: What is the role of the principal in supporting the implementation of Community Schools?

Research Question 1 focused on the role of the principal in the implementation of community schools. The themes that emerged from the interviews revealed that the role of the principal was essential in planning, implementing, and sustaining CS. The role of the principal was explained through a series of phases in the context of the planning, the implementation, and the sustainability of CS. The planning phase included a series of community meetings, the implementation phase included the list of resources and services that are described in the study, and the sustainability phase included individual's personal traits in addition to the importance of partnerships.

Planning of Community Schools. The data revealed that the planning of CS was a process that was carried out through a series of community meetings. The meetings were used to gather feedback on the needs of the campus. The families were provided with a needs assessment and the results were aligned in the campus action plan in order to improve the success of all students. The data was compiled and used as a target to acquire partnerships in order to provide services and resources for the students and the families. The role of the principal was vital in implementing CS while developing a plan for implementation. James Canales stated:

Without the principal, the community school planning doesn't go forward.

Principals are key because they provide a sense of leadership on many facets, whether it's within the school, but also within the community. The community is

always looking for leaders, and that's where the principal plays the role of that leader. Without the principal, the planning of community schools cannot move forward.

A stakeholder discussed how principals play a major role because they are the ones that are leading the school, and principals have the mindset to be able to welcome parents into the committees and have that open-door policy where parents feel they can approach the principal. Mary Martinez stated:

The principal has a very big role because they are the ones that are leading the school and I think it takes the principal to have a ... mindset to be able to welcome parents into the committees and have that open-door policy where parents feel that they can approach the principal. Often parents come to school or a lot of the communities that we work with, it's like they see the principal or the teachers, they see experts. So, the families or the parents don't feel like they can question or have any input, they feel like the administrators and the teachers they're the experts. But we're hoping parents build up their confidence where they can come and share and know that their input is valuable and that we need them to be involved in school, that we can't do that alone, that they might have a strategy that works with their specific child that might work in the classroom that the teacher might not know or that they can share that.

The stakeholders believed that the principal has to be informed and approve all services and/or resources that come to their campus. James Canales explained:

The principal has the vision for the school and there has to be trust among the CS Coordinator at the campus in order to make decisions that will impact the delivery of resources and services to the school. The principal is the key factor of the community school and their vision has to be focused on the strategy by understanding what is being implemented at the campus and making sure that the resources and services are the right fit for the campus.

The role of the principal in a CS is to lead the organization of resources and services in addition to communicating to stakeholders the campus needs. The communication among all members serving students and their families creates cohesiveness in the delivery of services. Sandra Cardenas highlights:

The principal is the main organizer by making sure they lead consistently and analyze the community well, communicate with partners, parents, and outside agencies on the steps of how to improve the campus.

The principal at North Bridge Elementary School recalled the role as one that requires the principal to be fully aware of what CS is all about in order to move into the planning phase in the initiation of a CS. Through the initiation process, the principal suggests that there has to be full involvement on the principal's part in order for the flow of services and resources to be appropriately leveled among the needs of the campus.

Gerardo Elizondo emphasized:

Part of the first steps of planning the program of CS was [the principal] having a community dinner with parents. The parents were brought in and assessed through their perspective what were the strengths and the weaknesses through their

perspective and analyzed areas of improvement. The same process was followed with the staff and developed a plan of action with goals which were included in the campus improvement plan.

The role of the principal in the planning phase encompassed a series of steps that value the principal's leadership support holistically and stresses the importance of the knowledge and commitment of the principal. Kim Clark responded:

I think that without the principal being fully on board with adopting the community school strategy, I do not think it is possible to fully implement the strategy. To me that is kind of the bread and butter of the community school strategy, and a principal has to support that whole process and really fully understand it on a deep level and want it, and that needs to be part of their leadership strategy.

The role of the principal is essential through the planning stages especially when it comes to providing training for teachers and the parents at different times during the school year. Mary Martinez added:

I ask principals what kind of training they would like for their teachers and we can bring in a trainer based on the campus needs. So, we go into their professional development days and we do the same thing with our parents, having them do a conversation circle and summarize what they are saying that they want their community to look like or what they their hopes and dreams are. We do the same circle with the teachers and develop an action plan for support.

The CS strategy will thrive when the principal values the implementation of CS at the forefront, is actively present in all phases of the strategy, and prioritizes meetings and events that support the campus. Laura Vargas explained:

The principals play a critical role; as you know, the principal sets the tone for their schools and I always think of the principal as the one who, basically, through their leadership style and also through their philosophy around family and community engagement. So, the principal's role is very critical.

Programming for CS. The role of the principal is essential in the programming that CS plans while gathering resources and services for the families and their children. The programming, according to the study, begins after the needs assessment results are analyzed. The campus, district, and outside stakeholders use the results to align the services and resources for implementation. Sandra Cardenas stressed:

Just having that opportunity for somebody to be out there campaigning for the schools is really good, because there is an opportunity and nobody knows about it. It is good to have a coordinator to kind of bring that in for the students and for the parents. So, like, the Dell Express van that comes in or dental van, they are out there, we just need to bring them in and make sure that they're coming to those communities that really need it.

Programming for CS includes keeping the partners informed to enhance the ability to recruit and retain partners using current issues affecting the families. Janice Adams emphasized:

As a CS coordinator, in my day-to-day, is meeting with partners. We have monthly alliance meetings, and so that brings together partners within our Lamar vertical team. We share with them updates on what is happening within the schools, and we invite them into different opportunities to connect with our students, and to connect with our families in the communities at large. For example, this past Saturday... it was amazing to see exhibitors, people from different non-profits, all coming together within the school. And parents being able to go and find out about all of these resources in their community that they have access to because something folks would not make it to the Health office. The alignment of services is an ongoing cycle among stakeholders. Mary Martinez, CS Project Specialist, stated:

They [parent engagement committee] come and we kind of align efforts. So, if they [the school] are doing a big parent involvement night we might support with refreshments or outreach it just depends but really listening to what each initiative is doing or what a community school's plans are I go to the different meetings because we are focused on parent engagement. We offer training to the parent support specialist and then we offer training for the parents to build up their capacities to be able to serve in different roles on whatever they are passionate about like SEL, ESL, or technology.

The stakeholders take the lead on programming by focusing on the needs of the community to train, equip, and support the families. Mary Martinez, the CS Project Specialist, stated:

So, I feel like just giving tools and I am very excited about the impact that we are having because really right now we just had parents come through to get the parent educator certificate. So now we are forming a pipeline so these parents can go into the district and Teaching Assistants and some of those parents have degrees in other countries so we are making connections to the right department so they can be able to teach in this country one day. Another area in our program is the parent literacy project where we have parents get trained by the reading specialist and they go into the classrooms and support with literacy.

According to Sandra Cardenas, programming of CS includes investing in adult education classes which are provided to enhance parenting skills. Sandra Cardenas stressed:

We partnered with the Mexican Consulate because we had parents that had never had the opportunity to go to school. And now they are getting their high school diploma and then graduating with their GED. Also, a partnership that I did was HEB Foundation. We started a class that was kind of like a Love and Logic class. It was more of an adult education class, parenting.

Implementation of Community Schools. The role of the principal in the implementation of CS calls for transparency and a belief system that requires total buy-in in a cohesive organization uniting stakeholders in participative action. Resources and services are included in the implementation phase providing information on the benefits to the families and the students. James Canales shared the following:

The implementation of CS is the work in progress that is evaluated consistently in order to respond to the needs of the campus in a timely manner. The basic steps of a CS are to gather feedback with these questions during community meetings:

What are we doing right? How can we improve? What is your dream for this school? The community meetings are scheduled periodically to assess the status of the goals that are established with feedback from the community.

Several stakeholders are involved in the implementation phase of CS; the role of the principal is to drive the decision making while accessing resources and services. Mary Martinez explained:

I think the role of the principal, just like with my program, we do a parent engagement committee and we identify the needs of the community and then we build strategies to address those needs. But the principal is kind of like the person that needs to be aware of the strategies as they are moving on because even though a lot of times parent share a lot of ideas, and they are very creative, we always need to make sure that the principals know what is happening at the schools and that we are staying within policy of the school district.

The implementation of CS involves a top down approach, starting with the principal. Sandra Cardenas explained:

The role, I think, it is like I said, the top down, is making sure that the staff and everybody in the school knows that you are a community school. I think that the number one step, is that we are a community school so we operate this way. That we want providers to come in we want these services to be provided in our school

and how are we going to make this happen. It is making sure all staff knows that we are going to be moving to this direction or we are in this direction, and staff knows that we are bought in.

The principal uses ongoing assessments of services and resources to indicate the priority in actively recruiting services and resources to support families in areas that impact the academic success of students whether it was attendance issues, social and emotional issues, health related illness, academic gaps in the learning environment, or any other situation that hindered the learning environment of students. Such issues triggered the activation of resources and services which in turned presented opportunities to connect families and ensure students continued fully engaged in the learning environment. Zulma Juarez responded:

The role of the principal in the implementation of CS necessitates the need for him to be present at meetings, providing campus input on the needs of students and their families, constantly inviting parents to engage in classes in order to better educate the community. Through these meetings, parents are provided with information on the opportunities for students with college readiness, healthy eating habits, health and wellness opportunities, social and behavioral support, parenting classes, and any other services that can help students be successful.

The implementation of CS allows for a wide partnership from campus, district, and community stakeholders. While Janice Adams suggested that the implementation is carried out with a shared leadership mindset, she also emphasized the role of the principal:

In implementing CS, the principals are the best partners. The mindset is that the leadership on campus needs to be honored but the task cannot be on the principal to maneuver individually. The CS implementation is a partnership of shared leadership between a principal, community school coordinators, and then partners that are potentially going to be brought in to address some of the challenges that the community has identified and to address some of the big vision ideas. Since principals wear different hats, the coordination allows for the partnership between the coordinators and the principal to be in open communication in order to [make] succinct the implementation.

The implementation of CS allows for shared leadership as a means to include staff, partners, and stakeholders in a child study system to hone in on student level issues. Participants in the study talked about the principal including members such as instructional specialists, special education team, counselors, parents, administrators, social workers, and anyone whom the team felt would support the needs of the student or their families. Janice Adams explained:

The team is everyone who was involved with child study team to talk about the consistent challenges that are seen at the school and what service providers might be brought on campus to help with those challenges. The role of the principal is important in the alignment of the support staff in order to provide the resources and services in a timely manner.

Resources for CS. The resources that are mentioned in the study in the implementation of CS according to Figure 5.1 included adult education, clothes closet,

backpack give away, assistance in housing, paying utilities, supplies for food pantry, and bus passes. Many resources are housed at a Family Resource Center by Central Voices, a community stakeholder which serves the vertical team includes the high school, middle schools, and the elementary schools in the school boundary zone. For example, Central Voices has been instrumental in delivering bus passes to North Bridge Elementary as a resource to support families in the community. In addition, a partnership was created with Capital Metro to support students with free transportation during summer programming. Capital Metro extended the partnership to keep free transportation for students indefinitely. They also provided free bus passes to the families when requested. The same organization partnered with Hope Thrift Store which was used to run a clothes closet by providing a thirty-dollar voucher per family member. When families had a need for clothing, they were referred to this agency, their needs were supplied accordingly.

Figure 5.1 Resources and Services

Resources	Services
Food Pantry	ESL Classes
Clothing Closet	Dental Van
Assistance with housing and utilities	Medical Van
Adult education	Social Worker
Bus passes	Academic Support
Backpacks	Central Texas Food Bank
Technology Education	Coats for Kids
	Family Resource Center
	Assistance League
	Families as Partners
	Plus One
	HEB Foundation
	Mexican Consulate
	Vida Clinic
	Medical Foundation
	Communities in Schools
	Thrift Store

The resources mentioned in the study varied among CS in the vertical team and were obtained based on the needs assessment according to CS coordinators. Gerardo Elizondo stated:

The organization runs several family resource centers in the district but in this vertical team, we run a Family Resource Center at Lamar High School. We

provide everything from ESL classes, certain types of programming for children and for students at the high school, and of course parent [classes] in particular because that is our main target. We provide food pantries at Baez Middle School, and offer food pantries at off-site campuses. The organization helps to provide basically an opportunity for families to get connected with other organizations that may provide that. If we have access, for instance through the city, through our plus one programming, so if there is a utility need for instance, we can access immediate money to help with those utilities to keep them on. Housing vouchers as well. As I mentioned before, food pantries and of course clothes as well. We do have clothing sites at many of our FRC's that coordinate with the schools. And the schools themselves, if they are in need of something that they can't provide it, that is where we can help step in. Once stability is in place, it will translate into a child coming into the classroom aware of the fact that they do not have to worry about stability at home by knowing that they will have meals available at home.

In addition to the resources that benefit students, CS provides resources that benefit the families by providing adult education, ESL classes, GED opportunities, medical clinics, and after school programming to name a few. Sandra Cardenas stated the opportunities offered to the families help students academically:

We bring adult education classes because we know that if the parents are literate and able to learn and teach their children to be enthusiastic in learning, it makes a big difference. So, with that, we bring in ESL classes. We bring in basic literacy classes in their own language and it allows parents to earn a high school diploma.

The resources support the stability of the home and parents become self-sufficient and become more active in the community.

The resources that are offered at North Bridge Elementary School have provided stability, and the campus is seen as a one-stop shop to fulfill the needs of the families. The wide range of resources are linked to the families that lack resources in a timely manner. In turn, the benefit, according to the coordinators, is that the resources are offered without the families having to travel to different parts of the city to receive the support. James Canales stated:

One of the biggest outcomes for students is that they see that the school cares about their parents specially when the family comes in and is talking about lacking food, clothing, not enough to pay rent or the utility bills and once the school initiates the intake, the family is provided with the resources and services that they were lacking. The students are also provided with backpacks, clothing, and school supplies.

The provision of resources allows student to attend school and to receive basic health-related services through agencies such as St. David's Foundation and Dell Express. The resources are brought to the school or within the vertical team to ensure it is convenient for the families and the students to minimize the days or hours the students are out of school. Sandra Cardenas added:

The students will benefit a lot with...I think the number one think is attendance. If we are providing all these resources for a student and their light bill doesn't get shut off, or they are not sick, or things like that, that one day they are not here. It

can really eliminate all that, and they can bring their attendance up. I think it is the biggest thing, and if their attendance goes up, grades go up because of the result that they are in school more. And just having those resources in school kind of motivates schools to come and be more present, just by, a backpack is something positive for them. Or having their mom here learning how to read and write is something super positive for them.

The offering of resources at a CS supports families by ensuring that the well-being of their children is being taken care of through the different academic programming, health and wellness services, enrichment classes and by eliminating potential barriers to their academic success. Janice Adams asserted:

Students benefit in the sense of reducing barriers to learning because we know that if a child is hungry or sick, and does not have a coat when is cold, they are not going to perform well in the classroom. Our social workers, whenever they meet with parents, they analyze the academic levels and are case managers for students by initiating resources to improve academic outcomes. We are removing barriers to learning so students can focus on their education and not some external factors like hunger or clothing or if their lights will be kept on. We are here to support students stay focus in the classroom.

Services for Community Schools. The role of the principal in the provision of services at the campus is to elicit ongoing communication with stakeholders to ensure a wide range of services are available to serve the community. The services mentioned in the study include ESL classes, dental and medical care, food bank, coats for kids, after

school programs, healthy habits classes, adult education, parent leadership, and social workers. The participants shared that the focus of CS is to bring outside partners to the campus or at least to the vertical team for easier accessibility to the services. Gerardo Elizondo explained:

Part of the cooperation that we have with the schools is bringing in outside partners who will assist the schools, whether it is for instance, all of these examples you have here as dental and medical. At the FRC for instance, we house every Wednesday a medical van that is there for the entire community. And so even though it is housed at one particular school, everyone in that vertical team, everyone in the community is offered an opportunity for them to come in, get a wellness check, get some immunizations, whatever it may be.

The study participants also shared a wide variety of services that are offered to the families and to the students. Janice Adams explained the process:

As I mentioned before, at all of our schools, we partner with Central Texas Food Bank to bring Medicaid and food stamp enrollment. That will happen, we try to do that on alternating weeks. So, parent can come, and if they need help to start that process to get Medicaid for their kids, to get enrolled in CHIP the Children's Health Insurance Plan, to get food stamps, that resource is there.

The academic support through services offered at the campus is a component that was present in almost all of the participants' responses. CS support the academic needs of students by offering after-school programs and enrichment opportunities through different service providers. Sandra Cardenas stated:

After-school programming is key in the ongoing support for families. The after-school programming is essential to ensure students are included in academic programming. We have a lot of programming after school which is crucial for our community. Having after-school programs helps parents to extend their working hours and ensure students are safe in the learning environment. Parents usually have two or three jobs and are in need of child care. Having programs such as the Boys and Girls Club widens the opportunities for families to benefit not only in the classroom but also give the students the opportunity to be exposed to college visits and to field trips to expand their experiences.

CS also provide mental health services which are offered as a need to support students and families with social and behavioral issues. At the elementary level, students are provided with counseling support which provides the family with ongoing therapy sessions fulfill the needs of the families.

A participant suggested that by offering services on campus, the students and the families participate in health clinics by reaching out to the dental vans and community clinics creating a community that is looking out for the needs of the families. Zulma Juarez explained the services that are offered at the school:

Here, we offer dental through St. David's Foundation. We offer medical through our local community clinics. Sometimes, we are able to bring in Healthy Schools as well to provide.... For instance, this year, they were able to provide free flu shots for all of our students that were three and up.

According to Mary Martinez, North Bridge Elementary School is building parent leadership by educating, training, and providing opportunities for individual growth. The campus is part of the Families as Partners Grant and the focus is for parents to build leadership capacity and to train other parents to join in the leadership quest at the campus and beyond. Mary Martinez stated:

We offer training to the parent support specialist and to parents to build up their capacities to be able to serve in different roles. The parent champions are compensated through the program and receive monthly training in areas such as Social and Emotional Learning (SEL), ESL, technology, and other self-driven areas. The parent champions train other parents, they commit to a number of hours of training and come back to train the parents from the campus.

Sustaining Community Schools. The role of the principal in sustaining CS involves the capacity to build and keep relationships, make connections, build leadership capacity, seek and support partnerships, and commit to the implementation of CS. At North Bridge Elementary School the principal is seen as the one to be at the forefront of all CS events. The CS coordinators, administration, teachers, and parents feel that the principal is well-adapted to the integration of different tasks. The school staff has seen how the principal delegates tasks but at the same time monitors to ensure the work gets done. James Canales stated the following in relation to building leadership capacity:

The principal needs to ensure there is manpower to keep the systems running, but also allowing the CS coordinator or Parent Support Specialist (PSS) to be tasked to coordinate activities ensuring those leading are not pulled in too many

directions because it does require getting out and having meetings to just brainstorm during principal's coffee meetings on topics related to the campus needs.

The Director of CVEY also stated that leadership capacity needs to be intentional.

Gerardo Elizondo indicated:

I mean, and that is an important piece because again, the principal is the leader, but if the principal, for instance, leaves the following year, and there is an emptiness behind it, then that community school initiative is going to fall apart. But if the leader, if the principal is leading by sharing that sense of leadership with others on their staff, then it becomes part of the culture within the school. It becomes part of the culture within the community, and sustain itself. So, all of us are out there for a short time, but it is important that we learn to generate that sense of communal leadership that everyone is involved in some way, and that of course the principal is leading, but at the same time they are helping to bring others along.

The leadership capacity, according to stakeholders, involves the school staff taking steps to build skills to engage in building relationships as part of the campus leadership culture to sustain CS. Mary Martinez explained:

Training teachers to be able to build relationships because if relationships are built, then whatever strategy they are working on, the relationships are going to help sustain past any program, past any grant, those connections will be made and will continue working on the needs of the campus to impact the school and their

student's grades. Or even if it is creating a welcoming environment for parents, once you build something in a way that with relationships you always want to build up your leaders and have those leaders have followers. So, having the principal build up their leadership team and asking them who are they building because if something transitions out you want to make sure that is sustainable.

The responses shared in the study gave value to the principal putting emphasis on the commitment to the CS strategy. The commitment according to the participants allowed for the CS strategy to be sustained through the series of partnerships. The principal was aware of the programs that are taking place at the school and gave opportunities to inform about the services to the staff and the families. James Canales explained:

Resources are important to the capacity that they exist, but commitment to implementing the strategy and knowing what resources are essential, and what resources could be helpful, and how to go after those resources whether it is through looking for new grants or looking for new partnerships and being willing to take the time to commit to the process.

Another component in sustaining CS was stated to be the need to build and keep relationships. The capacity to build relationships in the study was referred to the principal being able to partner with entities, collaborate and communicate with stakeholders, and ensure there was a plan to follow for the campus. Sandra Cardenas provided some insight:

Sustaining community schools is making traditions by building relationships with those that are supporting the campus. For example, if the school is having a community walk, a tradition can be made to continue hosting the walk year after year. If it is adult education, the partners can be available to help the school every year with the same event. Traditions can support the ongoing partnerships even if the principal was not there.

The role of the principal according to the study is key in the implementation of CS. The respondents expressed the need for alignment between the principal as leader of the campus and as the one that leads the planning, the implementation of resources and services, and ensuring the CS strategy is sustained over time regardless whether the principal remains at the campus or someone else takes over the school.

Research Question 2: What roles do other stakeholders play in the successful implementation of Community Schools?

Research Question 2 focused on the roles other stakeholders played in the successful implementation of CS. The study addressed the question with stakeholders that are connected to North Bridge Elementary School and which provided services, support, and led programming to emphasize that stakeholders provided services.

The implementation of CS, according to the study, encompassed a series of opportunities for stakeholders to provide services to the families. The services ranged from social and emotional learning to adult education for parents. In addition, stakeholders sought partners for financial support to ensure families to supply needs such

as paying utility bills or providing bus passes for transportation. The role of the stakeholders in the implementation of CS at North Bridge Elementary varied according to the ongoing needs of the students and their families.

Role of Stakeholders

The stakeholders involved in the study included representatives from various positions at the campus, in the district, and from outside partners. A description of the tasks of the stakeholders was described in order to understand the alignment of resources and services at the campus. The school district, CISD, created a CS office to oversee the community schools' work in several schools. North Bridge Elementary was part of the CS district implementation thus additional support was given to the campus. The office provided professional development to stakeholders and aligned the resources and services targeting the community needs to support the campuses in a timely manner. Stakeholders at the campus have an understanding of the alignment of services and combined efforts with district and outside support in order to distribute resources and services to the families. Participants highlighted the importance of being engaged in the different phases of CS. Gerardo Elizondo stated:

One of my biggest roles of course was facilitating conversations around, how do we implement community schools within schools themselves? How do we make sure that we bring in community into those conversations? So, I would act as a facilitator to bring in folks to a meeting. We would hold alliance meetings, for instance in which we are asking parents to come in, but we also asked partners to come in to see the schools, to see that's going on with the schools, because

partners, sometimes they just come in and say, “Okay, Christmas is coming, so we’re going to sponsor a gift.”

Role of outside stakeholders. The Assistant Executive Director of CS, Gerardo Elizondo, worked to attract and retain partners and oversee CS coordinators while addressing issues of concern and targeting the needs of the campus. Gerardo Elizondo asserted:

I work on the level of talking to partners, talking with funders on how we can sustain the CS work. I also work specifically with our coordinators, family resource center director, social workers. We work in unison to see what and how we implement things. My work is overseeing the overall CS work and finding ways to sustain it. During the legislative session, I find ways to get involved in order to speak up on the needs that the families have in the community. The active conversations that we have are to bring partners together, listen to parents and community members about issues related to the community, traffic in the area, and any type of building issues. CS offer a sense of communal understanding of “We have an issue. We want to address it.”

The Director of Community Schools, James Canales, oversees the campus coordinator and provides tools to connect with outside partners and to structure the support between the school and the outside entities. James Canales explained:

I work with organizations coming together to do multiple things and how they can all work together to better impact the services. My job is to work with the companies that are partnering with the school and to collaborate with other

stakeholders to arrange the services that are provided to the students and the families at the campus. I make sure the family center is equipped for the social worker to do case management, is conducive for doing the day to day tasks, inputting of CS data, and managing family resources for outside partners to join the organization's work.

The role of the CS coordinator, Sandra Cardenas, was to be present at the school and to make the school the hub of the community. The goal was that all resources and services were located at the campus with accessibility to the families. The role of the CS coordinator at the campus was to coordinate with the administration different programs such as adult literacy programs, to implement student programs, to coordinate with parents, and to include her voice in the ongoing needs assessment for the campus. Sandra Cardenas specified her role:

Having an opportunity to campaign for the school as the coordinator allows me bring resources that will benefit the families. For example, the dental van is available as a resource and it is my job to coordinate those services in order to provide the services to the families. This role involves coordinating different services to come to the school and making sure the services are effective. The vision has to be clear of what the community wants, and that is through community dinners, making sure that every parent has a voice and that the staff and administration also communicate the needs of the campus. Gathering the data and making sure it is something that your school and your community needs, and then implementing it out through coordination and all the programming.

The role of the CS coordinator at the Family Resource Center, Janice Adams, was to help implement CS. Janice Adams explained:

A community school model is essentially a school itself, but it is also a set of coordinated partnerships, and it is creating a network of resources for parents and students and families. It is also building the model based on the feedback that we receive from the community, from the parents, from the students, from the teachers, and other valued community stakeholders. My experience has been coordinating those partnerships, and coordinating those community discussions, and then bringing new resources and new partnerships and maintain old one based on the feedback that we gather from parents, students, and the community around us.

A community school involves a coordinated set of partnerships. The collective impact model of community schools aligns the steps to work intentionally to keep fostering shared leadership. Janice Adams, the CS coordinator at Lamar stated:

CS is working to make sure the people are communicating, and also that we are not duplicating services, and that the challenges that need to be addressed are being addressed. In my role, it is making sure that shared leadership is going on, and that key stakeholders, students, and parents have a voice. In addition, the partners that are invited to the campus need to address the challenges raised by parents and students.

The work of the coordinator is described as the bridge between the community

and the school. There are so many resources available in the area, but there has to be a connection to the alignment to have access to those services for the community. Sandra Cardenas stated:

A community school is essentially filling the gaps to whatever is keeping students from being present academically, or to be able to be fully present in the classroom. My role is to identify the gaps and to select partners to fill those gaps to benefit the students. Once the resources are identified, my task is to start the services and provide an academic stability for the student.

Role of district stakeholders. The role of the district stakeholders is to support the CS work at the elementary campus. The participants support the campus by aligning and supporting resources to enhance the work that the campus and outside stakeholders are delivering to the students and their families.

The Project Specialist for Families as Partners, Mary Martinez, oversees a grant which focuses on creating partnerships within the different communities, fostering parent capacities, and building those relationships between the school and the parents. At North Bridge Elementary, this position supports and trains parents to become leaders and to engage in learning. Furthermore, the specialist works with the principal on building strong, sustainable partnerships between the community and the parents to ensure the campus has a welcoming environment. The program offers training for the staff and the parents while targeting the campus goals. The specialist stated:

My experience has been that parents want to help and they want to be involved but sometimes they need guidance and they need training to be able to help in the

areas they are capable in. We find that parents come with a full bag of skills, that maybe they just need to be guided or trained so that they can be able to help at a higher level, that they are involved. Our program pulls out the parent from sitting at the bake sales or counting fliers, but really having the parent being part of the decision-making committees such as Campus Advisory Council (CAC) or Parent Teacher Association (PTA). We train parents to build up their confidence, their connections, to be able to feel comfortable in that role of a leader inside the school.

The role of the specialist encompasses an array of duties and responsibilities that support the campus environment. Mary Martinez stated:

I provide training to the parent support specialist and to the parents to build up their capacities to be able to serve in different roles. The parents receive monthly training in areas such as Social and Emotional Learning (SEL), ESL classes, and technology skills. The parents that go through the training come back to the school and train other parents. Leading the project means building a welcoming environment and working with the principal with a goal of building strong and sustainable partnerships between the community and the parents. We provide all the training for the parents by offering different learning opportunities.

Additionally, the role of the specialist is to find ways to connect the families with the appropriate resources at the time of need. Mary Martinez continued:

I am creating parent leaders that can move the work past this initiative and that can also build other leaders by seeking resources. Part of my responsibility is to

create hope for the parents and to help them reach their dreams. I use a series of questions to assess their needs and depending on what the parent's priority is at the specific time, I will connect them with the resources.

The role of the Administrative Supervisor for Parent Programs, Laura Vargas, supports family engagement at the district level in direct contact with the parent support specialist at the campus level. The stakeholder collaborated with the CS office to align initiatives and provided training to the parent support specialists. Laura Vargas stated:

So, part of what I am doing right now, from the parent engagement support office, is training the individuals who are considered to be the frontline people to engaging with families. And then also developing a professional development for teachers and also for principals, assistant principals for the district. We are aligning ourselves with the CS initiative.

The aligning of services was explained as a systematic integration of all departments. Laura Vargas also commented:

The backbone of community schools is family and community engagement. If you do not have authentic family and community engagement, you do not have a community school because then you will only have providers, you have agencies, and you have administration making the decisions without the parents. A community schools is when you have buy in and ownership with all departments in the district.

The Administrative Assistant, Kim Clark, described the role as one who supports the schools that are implementing CS. The role of the Administrative Assistant is to work

with community engagement at the district, campus, and the city to align support services to CS. Kim Clark explained her role:

The charge for my position was to examine the existing community school efforts we had within the district, and then also best practices from across the country, and then develop a model to sustain those existing efforts and for expanding it to other campuses across the district.

The role of the participant involved coordinating in a broader scale while finding ways to incorporate grant opportunities to support CS. Kim Clark stated:

My role fits in the coordination piece, and so at the campus level ideally there is someone in charge of coordinating services, coordinating systems, and since at the district we are trying to implement a district wide strategy and network of community schools, my role is to coordinate those strategies to try to align them within each other.

Role of campus stakeholders. The role of the campus stakeholders was to provide services to the students and families on a needs-based request. The campus created a support team that met regularly to problem solve situations, to target the distribution of services, and to align resources to meet the needs of the campus. The campus stakeholders met once a month to talk about issues that impacted the overall achievement of students. The campus principal explained the process of his role in the coordination of services. Francisco Dominguez stated:

After gathering all the data, I meet with the coordinator to make sure that I put some of these meetings in the calendar and I keep my committee informed of the

progress of the goals that were established at the beginning of the school year or the lack of progress of some of the goals. Just making sure that everybody that is involved, parents and other stakeholders, know what is happening with what they have actually asked us to do.

The members of the team aligned the resources and services and activated the distribution of support according to a family's need. Kenya Lopez explained that the team was focused on solutions:

I see the effect of wraparound services. In the meetings, anybody who deals with the child in some way is present at those meetings. For example, if the parent needs food stamps or they need a blanket and there is a way to get them, the CS Coordinator is at the meeting and will help the parent fill out the paperwork and provide the resources.

The coordination of services was stated to be key on the turnaround of resources and services to the families. Juanita Ruiz shared her involvement in the implementation of services:

I coordinate services such as Social and Emotional Learning, Restorative Circles, Safe Place, and provide guidance lessons to the students. I feel like I am the liaison between all these programs and our community. Not only, like we talk about parents, but also, we have to work with teachers. And even within the same resources that we have, we have to come together and coordinate services so we don't serve only a few kids.

The coordination of services involved different meetings before the beginning of

the school year, but planning is required all year long. The team met to plan and to establish goals in the Campus Improvement Plan (CIP). Zulma Juarez stated:

My role within the community school is working with the community, working with the families, partnering with businesses, with churches, with organizations, trying to bring in as many resources as I can, getting our families adapted for simple things and sometimes not so simple things. For example, last month we tried to get our families a Thanksgiving dinner because we have families that can't afford it or don't have it. We also tried to get resources for our students to have a Christmas gift.

The campus support team distributed assignment to reach out to parents and the community while gathering resources and delivering them to the families. Kenya Lopez stated:

I helped plan the committee dinners and I was in charge of asking questions in the needs assessment questionnaire. I help in finding new ways on how to bring parents to the school and to make sure that we have the resources available for the families. I send notes home and call the parents to keep them informed of the services.

The parents were represented in the campus support team and the task was to attend training and to deliver the training to other parents. Trish Davis, the parent representative, stated:

This will be my second year to be involved with the Parent Champion. Last year I was welcome center and this year, I am the SEL coordinator. It is a really good

program. You get to share information with others, go to workshops and I learn stuff and I bring it back to the school and share with other parents and give them tools to take home that they can do with their children.

The stakeholders involved in the study included representatives from various positions at the campus, in the district, and from outside partners. A description of the tasks of the stakeholders was described in order to understand the alignment of resources and services used to support the implementation of CS. The stakeholders aligned the services to ensure families received the support in a timely manner.

Research Question 3: What challenges are encountered in implementing Community Schools?

The implementation of CS was described by the participants in the study as a means to provide support services and resources to the students and their families. The study revealed some overarching challenges that were encountered at different stages of implementation. The participants talked about challenges in the alignment of CS through the implementation phase. Communication was described as a challenge in the delivery of services to the students and their families. Funding was also a challenge due to the lack of a consistent delivery of resources and services to the families.

Alignment. The implementation of CS encountered challenges in the alignment and distribution of services according to the respondents. Juanita Ruiz commented:

I strongly believe that committees would be something that would make things sustainable for community schools to continue and to have an impact on student

achievement because it takes everybody to be involved, and to have an impact. I believe parents have knowledge, teachers have knowledge, and of course the principal has the knowledge to lead the pioneers that are supporting CS.

The alignment among CS, as explained by the participants, is a challenge since it needs to be present at different phases of implementation. James Canales, the CS Director stated:

I would have my parent support specialist work more aligned with the family resource center. I feel like parent engagement and community schools are important, but I do understand that community school coordinator is different than a parent support specialist. A parent support specialist is there for your PTA's, Campus Advisory Committee (CAC), coffee talks, anything that happens at the school, presenting the principal and the nurse, then there is the attendance, and this is how to read a report card.

While alignment is a challenge, the respondents expressed the importance of understanding and learning about CS. James Canales asserted:

It is important to learn and understand about community schools and its framework. I think a lot of schools say they are a community schools but do not necessarily fulfill the partnerships. In a CS, you plan for CS dinners, gather data, then create a CS plan, to then say that we are becoming a CS. The implementation is not just a program that you check off for completion but it is a life changing event for a community, so it has to be a long-term commitment.

Throughout the study, participants shared challenges that keep resources and

services from being used among the families due to a lack of alignment. Kelly Clark stated:

My hope and dream is that we really take the time as a district and realize that community schools are not just about programs. My hope with community schools is that we do not fall into the philosophy of “We know what is best for the families” and from an academic standpoint, I think that do have an advantage but there is also some information that our parents bring in to the formula of educating students. We have to be careful on how we bring in partners and how we use data because sometimes data is good to show some issues impacting our families and students but it can also give the perception that we are not looking at it from a strength base when our families come to us with a lot of strengths, a lot of talents, and with a lot of knowledge.

Communication. The participants talked about communication being a challenge in the implementation of CS. The voices in the interviews expressed the need to ensure everyone understood the purpose of CS and the need to be fully aware of the services and resources in order to support the students and their families in a timely manner. Gerardo Elizondo asserted:

I would recommend to get a better handle on the sense of why we are doing this. We really need to get into the very simple questions about why we implementing [CS] here to staff, to everyone. I am talking from custodians to teachers who have been here for twenty plus year, having a real sense of importance of why this work, and why this will work for your community. I think we need a better sense

of coming together and saying, “What is our priority?” and if our priority is to make sure that your kids are coming to school with a sense of purpose and wellness, then you ‘ve got to look beyond the test, and there is a lot of other thing out there to support the students. I would highly recommend to look in to how do we ingrain this conversation with every single person on campus to say, “This is something that we have to do in order for our community to move forward.”

The communication of services, as stated by the participants is a challenge if the needs are not being addressed by the appropriate stakeholders. Janice Adams stated:

A community school is a school but it is also a set of partnerships. It’s working to make sure that the people are communicating, and also that we are not duplicating services, that the challenges that need to be addressed are being addressed. In my role especially, I think it is just making sure that shared leadership is going on, and that key stakeholders have a voice, that our parents have a voice, and that our students have a voice.

In addition, communication was a challenge among campus, district, and outside stakeholders while distributing information to stakeholders. Janice Adams emphasized:

Some of the changes that I would recommend to improve CS would be the communication between CS coordinators and principals. Having been at two different CS, I just realized how important that is for there to be consistent communication. There are a lot of amazing things happening on campus, and sometimes it can feel like a principal is having to store all of the knowledge of

those amazing things, so the community at large is not aware of the successes that have happened.

Communication was a challenge in the implementation of CS as described by the participants, especially when it focused on communication slowing down the timeline of support for the families. Shelby Jones, the assistant principal, talked about those challenges:

I think one of the challenges is helping the staff to understand why we make the decisions that we make and also helping them with the same thinking. One thing that we did this year was having professional development about cultural proficiency and understanding the different students that we have and the different approaches that we need to have. Just a new way of thinking. You have to be open to changes.

CS includes challenges that can be looked upon as an avenue to improve communication in order to sustain its implementation. Janice Adams stressed:

CS is a strategy but it is also a whole cultural shift. So, for principals, for school staff, and especially for coordinators, there has to be that understanding that it is making cultural change in the way that we do education. When everyone involved in the community school process has a clear understanding of what a community school is, and also what a community school does, because they are two separate things. I think principals are essential to help keep the language of the model because I think the distinctions are very important to sustaining it, and using the language that really articulates what is going on at the campus.

Funding. The challenges in the implementation of CS, as stated by the participants, involved funding in order to consistently offer and provide support to the families in need. Sandra Cardenas stated:

Family and community engagement is also an academic intervention and if we are not careful, funding is being cut on that because we immediately think of just teachers, books, and everything. We have to value putting in resources. We are lucky to have a district that is committed but I know we are headed into hard times and unfortunately the support that we have is happening with the capital.

The implementation of CS includes principals being supported by district administration with funding avenues in order to move the work forward. Gerardo Elizondo emphasized:

But if you spend money on coordinated efforts to sustain families, to sustain initiatives that bring families together, they in turn will prop up that sense of importance of education. And that in turn will translate into the success of the school, and yeah, that will in turn translate into the success of whatever they implement, whether it's some type of academic standard or whatever. Whatever that is, that just falls into place because now you have a stable community that's looking and focusing on certain things that they can implement easier, as opposed to not funding stuff like this, that causes chaos, causes relationships to break, causes other things that do not need to happen.

The respondents indicated that funding is a critical component in order to implement CS. Juanita Ruiz addressed the need to sustain the resources at the campus:

Getting all of the resources is so good for the kids, for the teachers, and for the parents. I have been at this campus for six years, and during my first year at North Bridge, we did not have anything. It was overwhelming because I was not able to help the families in need. But it is not the same when you have a phone number and when you have a name that you can tell the parent to contact and be able to provide the support they need. That makes a huge difference. Sometimes it is hard for families to find their way around specially when they come from other countries and they do not speak the language and they do not know how to navigate the system. It is hard for families to navigate the system when they are in crisis.

Participants recommended changes to improve CS in order provide services to the families based on the high need of support and services in the community. Zulma Juarez, the Parent Support Specialist, stated:

The changes that I think I would recommend to improve CS, it would be more support at the campus. This school is a very high-need school. Even though we are offering a lot more than we have in years, we still need more support with our students, more support with our parents, more support for our teachers, for our staff, just for everybody I think just trying to get more funding for resources would be great.

Even though challenges were articulated throughout the study, Janice Adam stated, “It is important to have somebody telling the story of all the amazing work that is

going on, and all the student' academic outcomes that are being improved as a result of having access to resources.”

Summary

The findings of the interviews provided the participants' connection and involvement in the implementation of CS. In addition, the participants explained the role of the principal in planning, implementing, and sustaining CS. The role of the stakeholders was defined while understanding the differences in the delivery of services from outside, district, and campus stakeholders. The study revealed challenges which involved the process of aligning services among vertical teams as well as among individual stakeholders delivering services in a school. Communication was also identified as a challenge due to stakeholders not being fully informed of all the services and resources provided at the campus. According to the study's results, funding was another challenge since the financial need to support the clear and detailed plan required monetary support and/or partnerships to carry out the implementation of services to the students and their families.

The implementation of CS in high poverty schools indicated the strengths of the participants' knowledge of the resources and services which were provided to the families and their children. The role of the principal and stakeholders were key in ensuring the needs of the families were met in a timely manner.

Chapter Six will provide the summary of findings with connections to extant research.

CHAPTER SIX: SUMMARY, CONCLUSION and IMPLICATIONS

The purpose of this chapter is to include an overview of the study, a summary of the findings with connections to the literature, and implications for future research in the implementation of CS. The summary of the literature provides an in-depth analysis of areas that connect to the implementation of CS by using research to assert the findings. The summary of the findings provides a synopsis of areas that impact the overall study and highlights the congruency between the literature and this study. The implications for future research include a recommendation that can support other researchers in the future development of studies in CS.

Summary of Literature

The Every Student Succeeds Act (ESSA) of 2015 opened up new possibilities for how student and school success are defined and implemented in American public education. ESSA provides an opportunity to embrace school reform efforts including Community Schools (CS). The law requires a strong school-community partnership that is at the heart of CS (Darling- Hammond et al., 2016; Soung, Cook-Harvey, Lam, Mercer, Podolsy, & Stosich, 2016). The community schools' strategy facilitates family support services when schools encounter situations that affect the overall academic achievement of students. According to Houser (2016), CS includes partnering with community organizations, making the school a community hub where services are provided during and outside of the school day, and targeting broad student, family, and community outcomes.

The Community School focus is to enhance the support that families receive whether it is a physical need, academic support, or social and emotional guidance. The Children's Aid Society (2011) states that CS include parents as partners in addition to the integration of academic support for students through different avenues by using a variety of resources and services. The community schools' strategy has served communities by building partnerships with parents, school staff, and community members. Partnerships require nurturing and commitment to the school they serve in order to sustain their relationships. The areas of support vary according to the community, but in general, the centers can provide academic enrichment opportunities, during the day and after school activities, summer learning opportunities, health centers, parent involvement, and early childhood centers (Blank et al., 2010).

According to the National Education Association (2013), CS seek to close the achievement gap by locating, partnering, coordinating, and helping students with access to wraparound services. Similarly, the Children's Aid Society (2011) states that CS employ child-centered strategies to promote students' educational success through coordination and the integrated efforts of the schools, families, and communities working together. A CS is distinguished by an integrated focus on academics, youth development, family support, health, and social services (Green & Gooden, 2014). Valli et al. (2016) state, "although strengthening families and the neighborhood community is sometimes part of the overall goals of these partnerships, primary emphasis is on student learning" (p. 51). Health disparities such as poor vision, asthma, aggression, violence, lack of physical activity, and lack of breakfast affect low-income minority youth. The vision of

CS is to integrate academic, health, and social supports to or near the school for easy access (Biag & Castrechini, 2016).

Implementation of CS requires strategies which can be transformational in increasing school attendance, decreasing suspensions and expulsions, creating healthy and safe communities, and improving academic outcomes (Center for Popular Democracy, 2016). An initial step of a CS is to create a needs assessment of the school and the community. Participants in the assessment include parents, students, community members, and partners. Next is the creation of a strategic plan that defines how educators and community partners will use all available assets to meet specific needs in order to get better results, specifically through a focus on curriculum, high quality teaching, wraparound supports, positive discipline practices, parent and community engagement and inclusive leadership (Center for Popular Democracy, 2016).

Funding is essential in the implementation of CS. CS can be successful with the financial support of local and outside agencies and through grant opportunities. According to Milner (2015), CS increased funding and resources may assist families to provide support for after school and out of school programs that advance student learning and social development. CS use resources to directly assist schools in the academic area while strengthening the health and well-being of students and families (Blank et al., 2010). The funding sources are diverse and include community partners and supporters, philanthropies, and the federal government (National Education Association, 2013). CS benefit from funding sources that usually want to invest in a long-term effect by providing resources in order to enhance student learning.

A CS is recognized by its purpose and variability in the structures that each CS may use to support schools. The initiation of CS depends on the different set of circumstances, and as a result, distinctive cultures developed (Blank et al., 2012). Furthermore, as the school, family, and community engagement drive the work of CS at any given time, collaboration becomes a key. In collaborative engagement, schools and agencies commit to extending the traditional work of teaching and learning by coordinating the delivery of services such as health, social, or further educational efforts that would support students and their families (Valli et al., 2016). Working through collaborative structures with strong partnerships, CS are in a position to focus on academic outcomes coupled with providing additional services beyond the school.

Implementation of CS across the U.S. has been researched to track the successes and challenges. The research on community schools shows promise across academic and neighborhood indicators (Blank et al., 2006; Blank et al., 2012; Blank et al., 2003; Warren, 2005). Sanders (2016) states that CS have been linked to better coordinate services for families which lowered family stress and increased family engagement in children's education. Despite the positive results that researchers have reported, CS have been criticized for several shortcomings and continue to wrestle with tensions around strengths and limitations (Green & Gooden, 2014). According to Richardson (2009), the benefits of CS are dependent on the quality of their leadership, community partnerships, and organizational development. Melaville et al. (2011) suggest CS need to have strong principals who can be accountable for student performance while sharing the responsibility with the community to help students succeed. Several studies have

demonstrated that school leadership can play a role in community-oriented goals, improve the neighborhood community, and thus improve the lives of students (Carpenter-Aeby & Aeby, 2001; Siddle Walker, 2005). The research states that principal leadership is key in gaining support to change school culture by connecting with the community and with local organizations to address school-community concerns (Green, 2015).

CS aim to comprehensively take on barriers to learning for low-income students through services provided at the campus and through the support of community-based organizations aligned with the school's needs promoting student success (Fehrer & Leos-Urbel, 2016). Similarly, Green (2015) suggests that leaders develop a broad vision for school and community by positioning the school as a "spatial community asset" (p. 693). The goal of CS according to Green and Gooden (2014) is to improve academic outcomes and strengthen the communities.

Problem Statement

Community Schools aim to reduce inequalities among low-income children and youth by addressing the multifaceted needs through the delivery of services and resources (Galindo et al., 2017). A greater interest in the implementation of CS has increased according to studies which have determined CS offers greater access to coordinated services for families, lowered family stress, increased family engagement, and lowered student absenteeism (Arimura & Corter, 2010). However, there is limited research on the implementation of CS and its leadership practices (Green & Gooden, 2014; Green, 2015; Blank & Villarreal, 2016). Therefore, the purpose of this study was to examine the

implementation of CS in a high poverty school that experienced successful student outcomes.

Research Questions

The following research questions guided the study:

1. What is the role of the principal in supporting the implementation of CS?
2. What roles do other stakeholders play in the successful implementation of CS?
3. What challenges are encountered in implementing CS?

Overview of Methodology

This case study used an interpretivist design to include the participants' responses of their experiences in the implementation of CS. Qualitative research is concerned with understanding the particular context within which the participants act and with the influence this context has on their actions (Maxwell, 2008). The qualitative work attempts to understand the experience of others and the practices vary greatly in the structures and strategies that shape the research process (Bradley, 1993).

A case study approach was used to allow for a flexible design which was appropriate to proceed from design to research (Stake, 1995). Even though reporting findings of a case study can be a difficult task, the researcher's responsibility was to convert a complex phenomenon into a format that was readily understood by the reader (Baxter & Jack, 2008). A case study approach was appropriate for this study because it

provided an avenue to explore the perceptions of those involved in the implementation of CS.

The aim of the study was to understand how the events and actions of those involved in the implementation of CS could shape the circumstances in the different settings (Maxwell, 2008). The interpretivist framework was used to explain the participants' understanding of the implementation of CS as it was known to them based on their experiences which were constructed in different ways (Crotty, 1998).

The study focused on a purposeful selection of the site and participants by using a snowball sampling by accessing district and outside stakeholders that had knowledge of the CS implementation through contact information provided by other informants (Noy, 2008). Snowball sampling is a random sample of individuals drawn from a given finite population in which each individual in the sample is asked to name other individuals in the population, and the sampling of known individuals continues until it satisfies the parameters of the researcher (Goodman, 1961). Using snowball sampling, district leaders suggested campuses which were involved in the implementation of CS and have shown student academic success. A review of the schools was completed by analyzing campus data using the TEA 2017 accountability results focused on a school which had "Met Standard" at any level in 2017. The campus for the study was then selected. The participants were selected randomly based on their current position at a CS site. The CS stakeholders were selected as providers of services in CS. The CS coordinators and directors were selected based on their assignment to support the campus. There was a total of thirteen participants.

The data collection process included the gathering of data for which the researcher could employ a variety of methods to elicit information pertaining to the study (Kolb, 2012). IRB permission was granted and the required documentation was submitted to the school district for approval for initiation of the interviews and observations. The questions used for the study were first field tested in a pilot study setting. The pilot study was used as a procedure for testing the quality of the interview protocol, for identifying potential researcher biases, and for determining if investigators proposed methods and planned procedures perform as envisioned by the researcher (Chenail, 2011).

Interviewing is a way of collecting data in qualitative research to guide the participant in responding to specific research questions (Stuckey, 2013). The process of interviewing allows the researcher the opportunity to gain the perspectives of other individuals by collecting a vast amount of data (Kolb, 2012). The interview guide was created to explore factors that influenced successful CS implementation, the challenges, and the roles of the principal and stakeholders. Data collection included semi-structured interviews from thirteen individuals in order to gather the participants' perceptions on the role of the principal, the role of stakeholders, and challenges encountered in the implementation of CS (Stuckey, 2013). The semi-structured interviews (Stuckey, 2013) guided by the researcher's outline of questions and clear instructions recorded each participant's perceptions.

Data were recorded using observations to describe the activities that took place at the selected school and the participants' involvement including the participants' meaning by using description with accurate information (Creswell & Poth, 2017). The purpose of

observation data, according to Creswell and Poth (2017), is used to describe the activities that took place, the people who participated, and the researcher's observations of participants' meaning which requires a careful description "with factual and accurate information" (p. 72). Reflexive journaling helped the researcher develop strategic and carefully considered ways to address challenges (Meyer & Willis, 2018). The role of the researcher was to note patterns in the answers provided during the interviews and to note specific details based on the observations related to the study. When considering leadership, assumptions may get in the way while observing practices in implementing CS. The researcher's assumptions and perspective might have influenced the outcome of the research since the researcher has prior knowledge and experience in the implementation of CS. The researcher analyzed the results using the interviews and observations to develop a grounded framework for the data.

The analysis of data, according to Bogdan and Biklen (2007), is a systematic process of arranging all information obtained from the interviews, field notes, and any other material collected to increase an understanding of the data and enable the presentation of what has been discovered (p. 84). The research questions were used as a guide to organize data which were analyzed through a coding process. A grounded theory approach was used to help in the emerging of themes from the data (Strauss & Corbin, 1998). The research questions were used to organize and analyze the data by finding patterns in categories and making connections between the categories in the responses that were gathered in the interviews (Hays & Singh, 2012).

Grounded Theory Framework

The study used grounded theory to understand and provide meaning to the action and to allow the emerging of themes to develop a theoretical framework. According to Corbin and Strauss (1990), the procedures of grounded theory are designed to develop concepts that provide a theoretical explanation of a phenomena under study; the theory should explain, describe, and give some degree of predictability regarding specific conditions. The categories were organized using open-coding techniques which helped the researcher gain insight into the categories that emerged in the study (Corbin & Strauss, 1990). Open-coding allowed for further reducing and recoding which allowed for certain categories to emerge through the series of interviews and observations (Charmaz, 2001; Glaser & Strauss, 1967). The open-coding techniques were used to organize the categories that emerged in the interviews and gave meaning to the themes that emerged (Corbin & Strauss, 1990). Axial-coding was used to analyze the results of the study by making connections and relating the categories into subcategories which helped the researcher reveal codes, categories, and subcategories (Simons, 2018). Themes came to light via the constant comparative method (Simons, 2018). Kolb (2012) explains that through the constant comparative method, the researcher sorts through the data collection, analyzes and codes the information, and reinforces theory generation through the process of theoretical sampling.

The methodology used aligned with the case study. Using a qualitative approach provided an opportunity to use interviews and observations in order to extract the patterns of leadership practices in the study. The research questions guided the study on the

researcher's focus on the implementation of CS in high poverty schools that experienced successful student outcomes.

Study Limitations

This case study may have limited applicability to settings such as middle school or high school and other elementary schools. The study focused on the implementation of CS in a high poverty elementary school with successful student outcomes. The participants in the case study were limited to those included in the interview process. The responses were focused for the elementary setting by using a set of questions geared to this one campus. Even though the respondents included campus, district, and outside stakeholders, the number of participants was limited in comparison to a broad group of participants that are involved in the implementation of CS. The results may have limited generalizability. In addition, the results were based on one set of resources that applied to the needs of this particular community which could be different if this same research was done in a different location due to its demographics. The services included in the findings are focused on the school's needs assessment. Other CS could show different results thus needing different resources to respond to the needs of their community. As a result, there may be limited generalizability and transferability.

Summary of Findings and Conclusions

This summary includes the findings which studied the implementation of CS in a high poverty school that experienced successful outcomes and are supported by extant research. The researcher examined the role of the principal, the role of campus, district,

and outside stakeholders. The roles are described in Figure 6.1. The researcher also examined the challenges encountered at the location of the study.

Figure 6.1 Leadership Roles in Implementing a Comprehensive Community School Initiative in Public Schools

Stakeholders	Needs Assessment	Goal Setting	Strategy	Resource Allocation	Implementation
Principal (campus)	Principal identifies the needs of the community using the needs assessment survey	What are the specific goals based on the needs assessment?	Who and how do I connect with providers?	Collaborate with internal and external stakeholders to secure resources that meet the needs of the children and their families	Direct resources, people, and institutional support
Internal (district)	Seek partnerships and align them to meet the results of the needs assessment	Understand the goals of the school as a result of the needs assessment	Align needs of the children and their families with providers	Secure funding, align the support, deliver resources and services	Provide resources and services to the children and their families
External (Outside)	Understand the outcome of the needs assessment	Partner with the school to meet the needs of the children and their families	Commit to the partnership with the school	Align resources and services	Deliver resources and services based on the needs of the children and their families

Contributing Factors to Successful Implementation of CS

The data collected through interviews and observations revealed factors that contributed to the implementation of CS in a high poverty school that experienced

successful student outcomes. The key findings attributed to the implementation of CS include: (1) the role of the principal, (2) the role of stakeholders, and (3) challenges encountered due to funding and attracting partnerships.

Role of the Principal

Planning of Community Schools. The role of the principal in planning of CS is equally important in this study as well as with other research (Children's Aid Society, 2011). The current study revealed that the principal is key in providing leadership within the school as well as with the community. In order for the planning to be effective, the principal needs to lead the conversations. The role of the leader in a CS is not only to lead the staff and students, but also to direct resources, people, and institutional support into the school (Ruffin & Brooks, 2010).

The research also states that principals create safe and orderly learning environments by setting clear instructional objectives, expecting high performance from teachers and developing home-school relations (Jacobson & Bezzina, 2008). This study's findings connected to the literature because respondents stated that the principal opens opportunities for parents and teachers to develop relationships to be able to work collaboratively. CS recognize that parents play a vital role in the academic and social-emotional learning of their children, and parents are to be invited to the school as partners in their children's education (Heers et al., 2016).

Programming for Community Schools. Programming for CS included gathering resources and services after the needs assessment results were analyzed. The

study concluded that it is important for campus, district, and outside stakeholders to campaign for the needs of the families and bring the resources to the school. Consistent results were stated in the research. CS seek to close the achievement gap by locating, partnering, coordinating, and ensuring that the family's needs are met by accessing wraparound services (National Education Association, 2013). The research also stated that CS are focused on providing child-centered strategies to promote students' educational success by integrating coordinated services to the school (Children's Aid Society, 2011).

The study concluded that the programming of CS included stakeholders who take the lead by focusing on the needs of the community by training, equipping, and supporting families. The study also found that investing in adult education classes enhanced parenting skills and also increased the support that they provided to their children. The findings are congruent with the research. The goal of CS is to improve education outcomes and develop stronger communities (Green & Gooden, 2014). The research on CS has rooted its work in what is required to promote the success of students including parent involvement, engaging students in out-of-school experiences, and family stability (Children's Aid Society, 2011). The literature also supports the need to strengthen families and the community but specifies that the primary emphasis is on student learning (Valli et al., 2016).

Implementing Community Schools. The research mentioned in the study is consistent with findings relating to the implementation of CS and the role of the

principal. The current study finds that the principal is the one that drives the decision-making process while accessing resources and services by identifying the needs of the community and including the parents in the process. The research states that principals can link and gain support to change school culture when connection with community initiatives and partnering with organizations to address the school's needs (Green, 2015).

In the implementation of CS, it is important for the principal to deliberately understand the strategies in order to coordinate the implementation according to the needs of the campus. The current study finds that an ongoing assessment of services and resources is key while recruiting support for the families in areas that impact the academic success of students. The Center for Popular Democracy (2016) states that implementation of CS requires transformational strategies to increase attendance, create healthy and safe communities, and improve academic outcomes. An initial step is the assessment to define how educators and community partners will use all available assets to meet the specific needs in order to get better results through parent and community engagement and an inclusive leadership (Center for Popular Democracy, 2016).

This study finds that implementation of CS has to include total buy-in in the organization uniting stakeholders in the ongoing assessment and active recruiting of services and resources to support the families in areas that impact the academic success of students. Blank and Berg (2006) emphasize that educating the whole child requires bringing the community into the school and having the school see the community as a resource to enable relationships which bring resources to develop and nurture students.

Resources for Community Schools. The current study revealed the different types of resources that were obtained to support the families in order to enhance the academic success of students by using a needs assessment. Resources such as ESL classes, programming for children, parent classes, adult education, GED opportunities, medical clinics, assistance with housing and utilities, and food pantries for the families were acquired as a support mechanisms for the students and their families which is congruent with other research.

CS is anchored on child development, school improvement, parent engagement, and child health which are essential supports for learning (Children's Aid Society, 2011). Research defines the need to bring resources to the school to help young people thrive and make families and communities stronger (Center for Popular Democracy, 2016). The existing literature highlights the participants in the assessment including parents, the community, and partners to develop the strategic plan that defines how CS will meet the specific needs in order to get better results by focusing on wraparound supports, parent and community engagement, and inclusive leadership (Center for Popular Democracy, 2016).

This study underlined the benefits that parents have through the resources that are offered at the CS which allowed them to learn in their own language, learn English, and learn basic literacy skills allowing them to earn a high school diploma in addition to engaging in other educational opportunities. The extant literature accentuates that CS have achieved dramatic results by utilizing six components, and one of those being

authentic parent and community engagement which promotes the community to engage in planning and decision-making (Center for Popular Democracy, 2016). In addition, the research highlights that the parents' role is key in the ongoing partnership and linking student learning to reinforce the value of schooling by being involved in their child's learning through meaningful learning opportunities by modeling effective learning strategies (Willems & Gonzalez-De Hass, 2012).

Services for Community Schools. The current study emphasized that the principal elicits ongoing communication with partners in order to acquire a wide range of stakeholders to ensure services are available to serve the community. The services mentioned in the study include dental and medical care, food bank, coats for kids, after school programs, healthy habit classes, adult education, and social services. The outcome of the study matches the current literature. The vision of CS is to integrate academic, health, and social supports to or near the school for easy access (Biag & Bastrechini, 2016). The Center for Popular Democracy (2016) explains that CS utilize wrap-around support services by providing programs such as health care, eye care, and social and emotional services that support academics.

The study found that the academic support through services offered at the campus is a component that was present in almost all the responses which emphasized the offering of after school programs and enrichment opportunities through different service providers. Previous research asserts the need for the same findings. Areas for support vary according to community, but the centers provide academic enrichment opportunities,

during the day and after school activities, health centers, and parent involvement (Blank et al., 2010). In addition, the Center for Popular Democracy (2016) adds that CS utilize classes that range from after school or during the day classes including languages, programs in the arts, as well as services for ELLs which have shown dramatic results.

Sustaining Community Schools. The current study accentuates that the capacity to sustain CS involves the principal being involved in building and keeping relationships, making connections, building leadership capacity, seeking and supporting partnerships, and committing to the implementation of CS. This result is compatible with the current literature. The Children's Aid Society (2011) underlines that CS function on building partnerships requiring a nurturing and strong commitment to the school in order to track sustainability. It also adds that sustainability requires making permanent changes in daily practice and within the institution, both human and financial resources.

The study also revealed that sustaining CS involves leadership capacity which involves the staff taking steps to build skills to engage in building relationships in order to sustain this strategy for the work to continue despite changes in administration. The principal is essential in building the leadership team and delegating tasks in order to keep the systems moving while targeting the needs of the students and their families. The study also revealed that the principal's role was important in being able to partner with entities, collaborate, and communicate with stakeholders to ensure there was a plan to follow for the campus. The findings are consistent with the current research. While CS coordinators lead partnerships in the integration of services, it is also essential for

partners to own the vision of the campus, to understand the goals, and to be invested in a set of expectations for CS to help sustain partnerships, enhance efficacy, and to encourage stakeholders to define their goal to support the campus (Blank et al., 2012).

Role of Stakeholders

The role of stakeholders in the study included a wide range of support through resources and services to the school. The services ranged from social and emotional learning, adult education, financial support to support families and their needs, as well as services used by the campus, district, and outside partners to attend to the needs of the families. The purpose of the stakeholders working together to support the needs of the families was directed to impact the academic success of students. The current research emphasizes that educational prospects improve when schools attend to the needs of students and their families by partnering with community groups, government agencies, and social services (Valli et al., 2016).

Outside Stakeholders. The role of outside stakeholders, according to this study, included facilitating conversations on the implementation of CS and attracting and retaining partners while targeting the needs of the campus. In addition, the stakeholders get involved by speaking up about the needs of the families as well as listening to parents and the community on issues affecting the families and their children. The research stresses that community engagement drives the work of CS, and collaboration becomes an asset when schools and agencies commit to extending the traditional work of teaching

and learning by coordinating the delivery of services such as health, social, or further educational efforts to support students and their families (Valli et al., 2016).

This study found that the role of the stakeholders was to ensure the vision for seeking partnerships was clear about the needs of the community. In addition, the role of CS coordinators was to be present at the school and to make the school the hub of the community by ensuring resources and services were located at the campus with accessibility to the families. The finding is consistent with the current research. The literature underscores that there are key strategies that build effective partnerships with local government agencies, and other organizations in order to form and maintain key relationships. A strategy that the research highlights as one of those strategies to maintain key relationships is to ensure that all partners share a common vision, establish formal relationships, and collaborative structures to engage stakeholders (Blank et al., 2012).

The study underlined that the role of stakeholders was to help implement CS by coordinating partnerships, creating a network of resources, and building on the model by using the feedback that was received from the community, parents, students, teachers, and other valued community stakeholders. Those findings were consistent with the research. The research maintains that key in building effective partnerships includes encouraging open dialogue about challenges and solutions, as well as leveraging community resources (Blank et al., 2012).

District Stakeholders. The role of district stakeholders, according to the study, was to support the CS work by aligning and supporting resources to enhance the work

that the campus was delivering to the students and their families. The work included supporting and training parents to become leaders and to engage in learning, working with the principal on building strong, sustainable partnership, and ensuring the school has a welcoming environment. The findings are congruent with the literature. The research underlines that leaders need to create a sense of coordinated purposes within the school to enable the staff to develop the skills to work collectively to remove barriers that impede the creation of a collaborative culture (Jacobson, 2011). The literature also accentuates another key strategy that enhances the school to build effective partnerships, and it includes creating and empowering central office capacity at the district level to sustain community school work (Blank et al., 2012).

Campus Stakeholders. The current study found that the role of the campus stakeholders was to provide the services to the students and their families based on their needs. The campus created a CS support team to talk about issues that impacted the overall achievement of students and to create a plan to problem-solve situations in order to activate a response for the families in need. The purpose for the team was to align the resources and services and to distribute the support to the families. This finding is similar to the research which underlines that the principal purposefully engages the CS coordinators on the leadership team in order to facilitate the development and implementation process of the distribution of services. A strategic plan is developed in collaboration with the team for campus implementation (Center for Popular Democracy, 2016).

The effect of the wraparound services, according to this study, was seen when resources and services were activated and distributed by campus stakeholders to support the families. The coordination of services was key in the implementation of CS and enabled the stakeholders to be involved with the community by working with families, partnering with businesses and organizations to try to bring in as many resources as possible. The same result was evident in the research. The findings stress that CS collaborative partnerships appear to rely on the leadership of various stakeholders and is grounded in the premise that campus personnel need to lead others in the vision of the school, the district, and tasks within the organization. In addition, school leaders seek and act on community input, working with partnerships and community stakeholders to develop the vision of CS and its implementation (Institute for Educational Leadership, 2017).

Challenges in the Implementation of Community Schools

The participants in the study found challenges in the implementation of CS. The challenges were described in alignment, communication, and funding.

Alignment. The distribution of resources and services in the study involved collaboration among campus, district, and outside stakeholders which called for alignment of services. The study found that aligning CS committees was a challenge but still encouraged the integration of committees to sustain alignment among stakeholders. The results were congruent with the literature. The goal of CS is to improve student

outcomes in addition to building stronger communities as a result of the integration of services (Green & Gooden, 2014).

The alignment of services was a challenge in the study as a result of stakeholders working on different tasks during the implementation phase of CS. The participants described the role of stakeholders which overlapped in some areas and was considered a challenge when distributing resources and services to the families in a timely manner. The results are consistent with previous research by Castrechinin and London (2012), which pointed out that CS that meet the needs of the families and align schools and community resources are a promising strategy for improving student outcomes.

Communication. The participants in the study explained how communication was a challenge during the implementation of CS. The respondents expressed the need to ensure everyone understood the purpose of CS and to be fully informed of the services and resources in order to provide such services to the families in a timely manner. The study is similar to current research by Blank et al. (2012) which suggests that communication and alignment are structures that are needed in order to understand the collaborative effort among all individuals.

The study concluded that the communication of services was a challenge if the needs of the students and their families were not being met in a timely manner. The findings are congruent with the literature. Collaborative structures, which included communication by securing strong partnerships, can target academic outcomes coupled with providing additional services beyond the school day (Blank et al., 2012).

Funding. The consistency of implementation of CS through services and resources included funding, which was described as a challenge by the participants in the study. The responses were congruent with the literature. Schools from high poverty communities find themselves accountable for partnerships with families and the communities without additional personnel or funding and without clear guidance and direction in establishing, maintaining, and evaluating such partnerships (Sanders & Harvey, 2002).

Sustaining resources at the campus is a critical component of CS. The study found that acquiring resources for the families is positive for the students. The lack of resources at a CS due to funding can delay the turnaround of support to those in need. The current literature is congruent with the findings. Some schools are able to provide innovative classrooms, but other schools struggle to keep up with costs associated with a budget that delivers services such as after school tutoring, academic enrichment programs, and counseling support. (Children's Aid Society, 2011). In addition, the sustainability of CS requires allocation of human and financial resources in an effective way in order to affect the productive efficiency of schools (Children's Aid Society, 2011).

The study found that the sustainability of CS is dependent on funding in order to actively support the families. The literature also found that there is compelling evidence that additional school resources can meaningfully improve long-run outcomes for students (Jackson et al., 2015).

The challenges that the respondents described are congruent with the literature which aligns with the need to ensure there is alignment among stakeholders on the resources and services, the communication is ongoing and targeted, and funding is available in order to support the families and the community.

Attributes of Implementation of Community School

These sections provide a description of the emerging themes based on the findings. The implementation of CS is explained using attributes which are appropriate for a successful implementation of CS that impact the academic success of students.

- 1. Planning.** The planning of CS is a component that involves stakeholders from the community, the school, the district, and any other supporter who would be interested in its implementation. The first phase in the planning stage needs to consider total buy-in from all stakeholders before proceeding to the needs assessment. The needs assessment results are analyzed and given consideration to the needs that emerge in order to align priorities. The vision of the CS needs to be made available to stakeholders in order to align services and resources that will enhance the academic success of students.
- 2. Programming.** The programming of CS involves stakeholders reaching out for partnerships to bring to the campus services that will be at close proximity to the families with easy access. The programming includes the overall goals and a strategic plan to guide the campus, district, and outside stakeholders to align to the needs of the community. It is important to note that students and

the parents are a priority when soliciting partnerships. The plan needs to be clear and targeted whether it will be to support the academic, social, or emotional need to parents to engage in classes such as parenting, cooking, wellness, leadership, technology, or volunteering at the school.

- 3. Implementing.** The implementation of CS must include services and resources that align to the needs assessment. The implementation phase focuses on the ongoing support that the families will need and ensures that the turnaround for delivery of services is done in a timely manner. It is essential for the campus, district, and outside stakeholders to communicate and collaborate during assigned team meetings to update the team on family needs and on the available resources in order to activate the support. The implementation of CS must meet the needs of the families by providing support such as ESL classes, GED, clinics, a food pantry, a clothes closet, meals, and academic support to the students and to the parents as needed.
- 4. Sustaining.** Sustaining CS involves the principal and stakeholders being able to build and keep relationships, make connections, build leadership capacity, seek and support partnerships, and commit to the implementation of CS. The ongoing work around CS must be sustained through an ongoing collaboration that will enhance the ability to maintain the resources and services in order to meet the needs of the families. The commitment to the implementation of CS needs to involve stakeholders applying the characteristics mentioned in the

study in order for a CS to reach its purpose which is to support students and their families using all available resources.

5. Alignment, Communication, and Funding. Alignment, communication, and funding are three factors that need to be considered before implementation of CS in order to minimize the challenges encountered during implementation.

The alignment of CS needs to have a defined, clear purpose among stakeholders in order to integrate the resources and services that best meet the needs of the families. Communication is key to the ongoing implementation of resources and services in order to avoid a lack of resources or to provide the same resources without re-evaluating the need for services. Funding is the main challenge thus needing to be considered at the forefront of the plan. The implementation of CS cannot be fulfilled without adequate funding which can be accessed through grant opportunities and partnerships that align with the vision of CS.

Implementation of Community Schools. CS seek to promote the academic success of students. The goal of CS is to ensure students and their families in high poverty areas will receive the support they need in a timely manner. While the implementation of CS is a process, the initial phase begins with a needs assessment through a series of meetings with the families, the community, and the staff. The data that is gathered through the needs assessment will guide the campus in deciding which resources and services are needed to meet the needs of the families. The role of the principal is key in the implementing of CS because the plan needs to be carried out with the vision of the school

and buy-in from the staff. The principal plays an essential role in planning, implementing, and sustaining CS. The campus, district, and outside stakeholders have different tasks which include responding to the families in need with adequate and timely resources and services. In the implementation of CS, it is essential to keep challenges at the forefront to include alignment of services, communication among all stakeholders, and funding to continue providing the services to the families. These characteristics previously mentioned can lead to the implementation of CS in high poverty schools that lead to successful student outcomes.

Recommendation for Future Research

This study focused on the implementation of CS in one elementary school. The participants were limited to this setting. Therefore, additional research may focus on a set of schools implementing CS within a vertical team including an elementary, middle school, and high school with an emphasis on alignment of services and resources and its effect on the overall academic success of students while implementing CS. Additional research may focus on including more participants in all categories, including students and parents as recipients of resources and services. The purpose of the research could focus on the perceptions of students, parents, campus, district, and outside stakeholders in the implementation of CS that achieve academic success with sustained achievement over three years. Furthermore, additional research may focus on leadership practices of campus and district stakeholders with three or more years of experience in supporting

implementation of CS with academic success in comparison to a campus with stakeholders under three years of experience.

Implications for Practice

The implementation of the CS strategy provides a set of attributes that principals and stakeholders can use to enhance the outcome of its implementation. The attributes of CS that were developed in this study can be referred to before the implementation of CS, during, and through-out the process. The attributes can serve as a guide to enhance the effectiveness of the CS strategy.

When planning the implementation of CS, it is essential for the families to feel connected to the school in order to emphasize their needs when responding to the needs assessment. The parents need to understand the purpose of CS and to know why they should seek out services and resources in a timely manner. The planning stage is critical due to the foundational steps that will generate the partnerships as a response to the assessment. The stakeholders involved in the planning stage need to be transparent in order to eliminate barriers that could hinder a clear analysis of the community and their needs. When stakeholders analyze the data from the needs assessment, it is important to plan around student data that most affect academic outcomes. The principal should be the gatekeeper of the data and stay informed of the impact the resources and services will have on students and their families.

Furthermore, the programming of CS includes stakeholders that understand the vision of the campus and are willing to collaborate with others in creating a system

commensurate with the results of the needs assessment to the CS strategy. In the programming stage, it is important to seek partnerships that want to invest in goals that will support the needs of the families and their children. During this phase, principals play a vital role in ensuring that the partnerships are serving a purpose which should be designated as a means to increase the academic achievement of students.

A collaborative approach needs to be considered as a process to maneuver resources and services to the families in the implementation of CS. This approach can support stakeholders in the connection of resources and services to the families in a timely manner. Keeping in mind that the implementation of CS is dependent on the recurring needs of the families and their children in driving the delivery of services. The implementation of CS should be seamless when campus, district, and outside stakeholders collaborate throughout the process. Collaboration among stakeholders needs to be at the forefront with scheduled meetings, conversations, and observations on campus data which should be used as a baseline to increase, decrease, or update partnerships according to the needs of the community.

Stakeholders play a vital role in sustaining CS. Even though CS can be sustained through grants, partnerships, and individual donors, stakeholders need to actively seek the sustainability of services and resources. The use of data is key in order to proactively seek appropriate partnerships for the ongoing support to the families. The campus, district, and outside stakeholders should share a sense of urgency to ensure there is no lapse of time in the cycle of services. The role of the principal is essential in delegating

tasks such as submitting grants, seeking and sustaining partnerships, and advocating for long-term partnerships in order to sustain the efficacy of the resources and services that meet the needs of the campus.

The challenges mentioned in the study should be considered when school districts show interest in the implementation of CS. The alignment of services, collaboration among stakeholders, and funding should be at the forefront of the implementation of CS. The success of CS is dependent on the role that each stakeholder plays before and during the implementation of community schools in order to enhance the academic success of students. The CS strategy can be helpful to principals, teachers, parents, district, and outside stakeholders by aligning the support and ensuring the needs of the families are met in a timely manner.

Final Conclusion

The CS at North Bridge Elementary has shown successful student outcomes due to the vast amount of resources and services available to the families and their children. The stakeholders have created a system that allows for collaboration which has helped in the ongoing movement of services and in the ongoing partnerships needed to support the vision of the school. The results of the campus have been successful and are attributed to the services and resources provided to the students and their families which have helped in achieving successful student outcomes. The campus, district, and outside stakeholders provided positive feedback throughout the study which spoke of a well-established

process that included monthly meetings in order to stay updated on families' needs and the status of the needed support. The literature supports the role of the principal in planning, implementing, programming, and sustaining CS with the support of campus, district, and outside stakeholders.

Appendix: Semi-Structured Interview Questions

Principal/Assistant Principal

I am a doctoral student in the Cooperative Superintendency Program at The University of Texas at Austin. My interest is to learn about leadership practices implementing a Community School (CS) while maintaining students' academic success. I would like you to answer some questions based on your personal experience working at this school. All the information you provide will be kept confidential and your name will never appear in any reports. May I record this conversation?

1. Tell me about your background.
2. Why did you become an educator?
3. How did you arrive in your current position?
4. Why was CS brought to the school?
5. Can you describe the planning stages as CS was chosen to be implemented in the school?
 - a. Who was involved in the CS planning process?
 - b. What process was used to analyze the needs of the campus?
 - c. What struggles, if any, were confronted during this stage?
6. Can you describe how CS was implemented?
 - a. What practices were effective in implementing CS?
 - b. How did you involve others in the implementation of CS?

- c. What differences do you see in this school now that you are implementing CS versus when CS was not in place?
- 7. Can you tell me about how CS continued to thrive at this school?
 - a. Can you describe what you have done to maintain CS moving forward?
 - b. Can you describe any evaluation tools you have used to assess the progress of CS?
 - c. Can you describe how you have convinced the key stakeholders to stay on campus?
- 8. Have you modified your leadership approaches after the implementation of CS?
- 9. How do you overcome challenges while implementing CS?
- 10. What is the most important advice you would give in implementing a CS?

Closing

Your insight provided lots of relevant information. Can you add anything else about the role of the principal in implementing a CS?

Teacher

I am a doctoral student in the Cooperative Superintendency Program at The University of Texas at Austin. My interest is to learn about leadership practices implementing a Community School (CS) while maintaining students' academic success. I would like you to answer some questions based on your personal experience working at this school. All the information you provide will be kept confidential and your name will never appear in any reports. May I record this conversation?

1. Tell me about your background as a teacher.
2. Tell me about the resources (food pantry, clothing, etc.) that the school offers to the families.
 - a. Can you tell me about how the family benefits from the resources?
 - b. Can you tell me about how the students benefit from the services?
3. Tell me about the services (dental, medical, academic, etc..) that the school offers to the families.
 - a. Can you tell me about how the families benefit from the services?
 - b. Can you tell me about how the students benefit from the services?
4. Can you tell me the role of the principal in the planning of CS?
5. Can you tell me the role of the principal in implementing CS?
6. Can you tell me the role of the principal in sustaining CS?
7. Can you describe any struggles the principal had during the planning of CS?
8. Can you describe any struggles the principal had during the implementation of CS?

9. Can you describe any struggles the principal has had in sustaining CS?
10. Share an experience in which you noticed the principal taking a role in creating a successful CS.
11. How do you work within the collective impact model around CS?
 - a. What is your role within CS?
 - b. What do you do?
 - c. What changes have you implemented or have you created?
 - d. What do you see happening in CS?
 - e. How does everyone work together in a CS?
 - f. How does what you do fit into the CS strategy?
 - g. How does what you do fit into the administration?
12. You have shared relevant information. Would you like to add anything else?

Parent

I am a doctoral student in the Cooperative Superintendency Program at The University of Texas at Austin. My interest is to learn about leadership practices implementing a Community School (CS) while maintaining students' academic success. I would like you to answer some questions based on your personal experience working at this school. All the information you provide will be kept confidential and your name will never appear in any reports. May I record this conversation?

1. Tell me about your family.
2. Tell me about the school.
3. Tell me about the resources (food pantry, clothing, etc.) that the school offers to the families.
 - a. Can you tell me about how your family benefitted from the resources?
 - b. Can you tell me about how the students benefitted from the services?
4. Tell me about the services (dental, medical, academic, etc..) that the school offers to the families.
 - a. Can you tell me about how your family benefitted from the services?
 - b. Can you tell me about how the students benefitted from the services?
5. Can you describe the role of the principal in planning CS?
6. Can you describe the role of the principal in implementing CS?
7. Can you describe the role of the principal in sustaining CS?
8. You have shared important information; would you like to add anything else about your experience with the school or school personnel?

Community Member

I am a doctoral student in the Cooperative Superintendency Program at The University of Texas at Austin. My interest is to learn about leadership practices implementing a Community School (CS) while maintaining students' academic success. I would like you to answer some questions based on your personal experience working at this school. All the information you provide will be kept confidential and your name will never appear in any reports. May I record this conversation?

1. What is your role within CS?
2. Can you tell me about your experiences within the school as a service provider?
3. Tell me about the resources (food pantry, clothing, etc.) that the school offers to the families.
 - a. Can you tell me about how a family benefits from the resources that the school offers?
 - b. Can you tell me about how the students benefit from the services that the school offers?
4. Tell me about the services (dental, medical, academic, etc..) that the school offers to the families.
 - a. Can you tell me about how the family benefits from the services?
 - b. Can you tell me about how the students benefit from the services?
5. Can you describe the role of the principal in planning CS.
6. Can you describe the role of the principal in implementing CS.
7. Can you describe the role of the principal in sustaining CS?

8. If you were the principal, what changes would you recommend to improve CS.
9. You have shared valuable information. Would you like to add anything else?

CS Coordinator/CS Director/Parent Support Specialist

I am a doctoral student in the Cooperative Superintendency Program at The University of Texas at Austin. My interest is to learn about leadership practices implementing a Community School (CS) while maintaining students' academic success. I would like you to answer some questions based on your personal experience working at this school. All the information you provide will be kept confidential and your name will never appear in any reports. May I record this conversation?

1. What is your role within CS?
2. Can you tell me about your experiences within the school as _____?
3. Tell me about the resources (food pantry, clothing, etc.) that the school offers to the families.
 - a. Can you tell me about how a family benefits from the resources that the school offers?
 - b. Can you tell me about how the students benefit from the services that the school offers?
4. Tell me about the services (dental, medical, academic, etc..) that the school offers to the families.
 - a. Can you tell me about how the family benefits from the services?
 - b. Can you tell me about how the students benefit from the services?
5. Can you describe the role of the principal in planning CS?

6. Can you describe the role of the principal in implementing CS?
7. Can you describe the role of the principal in sustaining CS?
8. If you were the principal, what changes would you recommend to improve CS?
9. How do you work within the collective impact model around CS?
 - a. What is your role within CS?
 - b. What do you do?
 - c. What changes have you implemented or have you created?
 - d. What do you see happening in CS?
 - e. How does everyone work together in a CS?
 - f. How does what you do fit into the CS strategy?
 - g. How does what you do fit into the administration?
10. You have shared valuable information. Would you like to add anything else?

**Administrative Supervisor for CS/Parent Programs Director/Coordinator for the
Family as Partners program**

I am a doctoral student in the Cooperative Superintendency Program at The University of Texas at Austin. My interest is to learn about leadership practices implementing a Community School (CS) while maintaining students' academic success. I would like you to answer some questions based on your personal experience working at this school. All the information you provide will be kept confidential and your name will never appear in any reports. May I record this conversation?

1. What is your role within CS?
2. Can you tell me about your experiences within the school as _____?
3. Can you describe the role of the principal in planning CS?
4. Can you describe the role of the principal in implementing CS?
5. Can you describe the role of the principal in sustaining CS?
6. If you were the principal, what changes would you recommend to improve CS?
7. How do you work within the collective impact model around CS?
 - a. What is your role within CS?
 - b. What do you do?
 - c. What changes have you implemented or have you created?
 - d. What do you see happening in CS?
 - e. How does everyone work together in a CS?
 - f. How does what you do fit into the CS strategy?

g. How does what you do fit into the administration?

8. You have shared valuable information. Would you like to add anything else?

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Vita

Gilma Rosas Sanchez grew up in Valle Hermoso, Tamaulipas, Mexico, then moved to Baytown, Texas where she learned English as a 7th grader. She later moved to Brownsville, Texas and graduated in 1988. She earned a Bachelor's degree in Education from the University of Texas Pan American and started her teaching career in the Weslaco Independent School District. She earned a Master's degree in Counseling from the same university in 2003. Gilma, her husband, and children moved to Austin, Texas in 2003. She became a counselor at the elementary and secondary level in the Austin Independent School District in the following years of her career. She earned a second Master's in Educational Administration from the University of Texas at Austin in 2010. She began her administrative career as an assistant principal and later became a principal in the Austin Independent School District. In 2016, she again enrolled at the University of Texas at Austin to earn a doctoral degree in the Cooperative Superintendency Program, Cohort 27.

This dissertation was typed by the author.

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